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ABSTRACT

This instructor's guide consists of materials for use in helping students enrolled in postsecondary vocational or technical education programs to develop technical communications skills. The second part of a two-part course in technical communications, the guide contains 8 units dealing with the following aspects of employability and interpersonal relations: finding a job, writing a resume, composing a cover letter, filling out a job application form, handling a job interview, and developing human relations, self-improvement, and nonverbal communication skills. Provided in the individual units are some or all of the following components: a unit objective, specific performance objectives, suggested activities for the instructor, a list of references, information sheets, transparency masters, assignment sheets, a test evaluation, and test answers. (MN)

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TECHNICAL COMMUNICATIONS II

by

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Developed at the

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This guide was developed from a study of communications competencies needed by all post-secondary vocational-technical school students. Study participants included all directors, assistant directors of instruction, and communications instructors in the Arkansas vocational-technical schools. Graduates, craft advisory council members, and program instructors from six vocational-technical schools also participated.

Black River
Northwest
Pines
Pulaski
Rich Mountain
White River

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USE OF PUBLICATION

Instructional Units

This guide contains 8 units. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for teachers, information sheets, assignment sheets, visual aids, tests, and answers to the test. Units are planned for more than one lesson or class period of instruction.

Careful study of each instructional unit by the teacher will help to determine:

A. The amount of material that can be covered in each class period

B. The skills which must be demonstrated
   1. Supplies needed
   2. Equipment needed
   3. Amount of practice needed
   4. Amount of class time needed for demonstrations

C. Supplementary materials such as pamphlets or filmstrips that must be ordered

D. Resource people who must be contacted

Objectives

Each unit of instruction is based on performance objectives. These objectives state the goals of the course, thus providing a sense of direction and accomplishment for the student.

Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction; and specific objectives, stating the student performance necessary to reach the unit objective.

Since the objectives of the unit provide direction for the teaching-learning process, it is important for the teacher and students to have a common understanding of the intent of the objectives. A limited number of performance terms have been used in the objectives for this curriculum to assist in promoting the effectiveness of the communication among all individuals using the materials.

Reading of the objectives by the student should be followed by a class discussion to answer any questions concerning performance requirements for each instructional unit.

Teachers should feel free to add objectives which will fit the material to the needs of the students and community. When teachers add objectives, they should remember to supply the needed information, assignment and/or job sheets, and criterion tests.

Suggested Activities for the Instructors

Each unit of instruction has a suggested activities sheet outlining steps to follow in accomplishing specific objectives. Duties of instructors will vary according to the particular unit; however, for best use of the material they should include the following: provide students with objective sheet, information sheet, and assignment sheets; make transparencies and arrange for resource materials and people; discuss unit and specific objectives and information sheet; give test. Teachers are encouraged to use any additional instructional activities and teaching methods to aid students in accomplishing the objectives.

Information Sheets

Information sheets provide content essential for meeting the cognitive(knowledge) objectives in the unit. The teacher will find that the information sheets serve as an excellent guide for presenting the background knowledge necessary to develop the skill specified in the unit objective.

Students should read the information sheets before the information is discussed in class. Students may take additional notes on the information sheets.

Transparency Masters

Transparency masters provide information in a special way. The students may see as well as hear the materials being presented, thus reinforcing the learning process. Transparencies may present new information or they may reinforce information presented in tbe information sheets. They are particularly effective when identification is necessary.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the class's attention to the topic of discussion. They should be left on the screen only when topics shown are under discussion.

Assignment Sheets

Assignment sheets give direction to study and furnish practice for paper and pencil activities to develop the knowledges which are necessary prerequisites to skill development. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided which may be used by the student and/or teacher for checking student progress.

Test Evaluation

Paper-pencil and performance tests have been constructed to measure student achievement of each objective listed in the unit of instruction. Individual test items may be pulled out and used as a short test to determine student achievement of a particular objective. This kind of testing may be used as a daily quiz and will help the teacher spot difficulties being encountered by students in their efforts to accomplish the unit objective. Test items for objectives added by the teacher should be constructed and added to the test.

Test Answers

Test answers are provided for each unit. These may be used by the teacher and/or student for checking student achievement of the objectives.

FINDING THE JOB
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to identify sources which will aid him/her in finding a job. The student should be able to find job clues in newspaper articles, use the newspaper classified ads and display knowledge in finding a job through friends and relatives. The student should be able to identify the functions and benefits of federal, state, and private employment agencies. This knowledge will be evidenced by correctly performing the procedures outlined in the assignment sheets and by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with employability skills to their correct definitions
2. Identify job sources
3. Use newspaper index
4. Find job clues in newspaper articles
5. Display ability in reading, understanding and using newspaper classified job ads
6. Match terms associated with newspaper classified job ads with their abbreviations
7. List reasons why it is especially beneficial to the student to find a job through the school placement service
8. Discuss the services and functions of the local, state, and federal branches of the civil service
9. Identify functions of the Arkansas Employment Security Division
10. Compare and contrast public and private employment agencies

FINDING THE JOB
UNIT I

SUGGESTED ACTIVITIES

I. Make transparencies.

II. Provide students with objective sheet.

III. Provide students with information and assignment sheets.

IV. Discuss unit and specific objectives.

V. Discuss information and assignment sheets.

VI. Provide newspapers or assign students to bring them to class.

VII. Provide students with hand-out materials obtained from the Arkansas Employment Security Division.

VIII. Provide students with hand-out materials obtained from a Federal Job Information Center.

IX. Survey a newspaper, explaining each section, particularly the classified ads section.

X. Provide and discuss with students copies of help wanted ads.

XI. Invite guest speaker from the Arkansas Employment Security Division.

XII. Give test.

XIII. Reteach if necessary.

INSTRUCTIONAL MATERIALS

I. Included in the unit:

A. Objective sheet

B. Information sheet

C. Copies of selected newspaper help wanted ads

D. Newspapers

E. Transparency masters-

1. TM 1--Where to Look for a Job

2. TM 2--News Article and Job Clues

F. Assignment sheets-

1. Assignment Sheet #1--Identify and match job sources

2. Assignment Sheet #2--Use newspaper index

3. Assignment Sheet #3--Find job clues in a newspaper article

4. Assignment Sheet #4--Use the classified ads

5. Assignment Sheet #5--Match abbreviations associated with classified ads

6. Assignment Sheet #6--Write in full abbreviations used in classified ads

7. Assignment Sheet #7--Identify job sources

G. Answers to assignment sheets

H. Test

I. Answers to test

II. References

A. Berlye, Milton K. Your Career in the World of Work. Indianapolis, IN: Bobbs-Merrill Educational Publishing, 1981.

B. Burrow, Elaine. Communications. Commerce, TX: Occupational Curriculum Laboratory, Secondary and Higher Education, East Texas State University, 1981.

C. Stanat, Kirby W. Job Hunting Secrets and Tactics. Chicago, IL: Follett/Westwind, 1977.

FINDING THE JOB
UNIT I

INFORMATION SHEET

I. Terms and Definitions

A. Classified ads--Want ads arranged in classes

B. Section--Part or division of newspaper

C. Resume or personal data sheet--Organization of all the relevant facts about yourself in a single written presentation

D. Cover letter--A letter of application which always accompanies the resume when it is mailed

E. "Knocking on Doors"--Personally asking potential employers for a job or if they are accepting applications

F. ESD--Employment Security Division(Arkansas)

G. FJIC--Federal Job Information Center

H. Local civil service--City and county jobs

I. Federal and state civil service--Federal and state jobs

J. Employment contract--A terms and payment contract used by private employment agencies

K. National agency--A private employment agency with offices located throughout the U.S.

L. Yellow Pages--Classified ads section of a telephone directory

II. Job sources

A. Employment or "help wanted" ads

1. Newspapers

2. Trade papers

3. Journals

4. Magazines

5. Organization and trade newsletters and bulletins

(NOTE: Copies of these publications frequently can be located in the larger libraries. The jobs listed in Items 2 through 5 are, in most instances, more specialized and aimed toward the needs of the trade, concern, or organization sponsoring the publication. However, they frequently list general occupations, such as draftsmen, clerical help, accountants, technicians, etc.)

B. Family and friends

1. Immediate family members as well as distant relatives and friends

(NOTE: Inquire with every member. Leave no "stone" unturned.)

2. Many times aid you in achieving results faster

(NOTE: Sympathetic relatives and friends can "cover" much more territory than you can by yourself.)

3. Choose appropriate time and approach in your requests

(NOTE: Do not "bug" them by asking repeatedly for their help. Ask each person individually in a manner that indicates your genuine interest. Avoid asking them in mere "passing", but rather at a time when you can talk seriously and without interruption.)

4. Acknowledge help from all

(NOTE: Remember to thank persons who were even remotely responsible for your getting a job. This is common courtesy; remember that you may need their assistance again.)

(NOTE: The results of one survey indicated that more jobs are found through family members and friends than any other method.)

C. School placement services

(NOTE: Instructors in the Arkansas Vocational Technical Schools usually assume or may be assigned this responsibility.)

1. Especially beneficial to the student

2. Mindful of capabilities of the student--An employer who contacts a school to seek help knows the limitations of the students and is willing to accept him/her on that basis.

3. Convenient

   (NOTE: The students are constantly in touch with the instructors.)

4. Employment record important to school

   (NOTE: The instructor offering the service or assistance will be sympathetic and anxious to place the student.)

5. Helps the image of the school

6. Free service

D. Business and industry direct approach

1. Should be planned efficiently to avoid wasting time and repeating efforts

2. Varies with the type of job you are seeking

   (NOTE: Each business should be approached in the manner that would be most beneficial for you.)

3. Variety of methods--in person, by phone, and by mail

4. When applying for a full-time or a more responsible position, should make arrangements in advance for interview

   (NOTE: Avoid going for an interview without an appointment. Such activity indicates a lack of maturity and responsibility on your part.)

E. Civil Service(Local, State, and Federal)

1. One of the nation's largest fields of employment

   (NOTE: It provides jobs for about one of six employed persons in the U.S.)

2. Fills hundreds of thousands of jobs in a wide variety of occupations annually

3. Available not only in capital cities, county seats, and metropolitan areas but also in small towns and villages and even in remote and isolated places

4. Competitive qualifying examination required

5. Prominently-placed announcements

(NOTE: All positions must be announced in a wide range area. Posters are placed in civil service offices, on school bulletin boards, in county courthouses, in government offices, and in any other place where potential candidates might congregate.)

6. In-house publications and newspapers

(NOTE: The "Civil Service Leader" and other newspapers which may be purchased at newsstands, borrowed from libraries, or borrowed from civil service employees who subscribe to them.)

7. Special books in bookstores and libraries

(NOTE: Persons who wish to prepare for a civil service examination may find such books in bookstores and libraries. Be careful in purchasing or borrowing these books to ensure that what you get is the one related to the examination you plan to take.)

F. Federal Job Information Centers

1. Provide information on federal jobs

2. Located in large geographical cities throughout the U.S.

3. Free service

G. Arkansas Employment Security Division

1. Referred to by many persons as the "unemployment office"

2. State-supported free service to citizens

3. Provides a broad area coverage

(NOTE: Registering with a branch office usually qualifies you for consideration by all its branches.)

4. Requires completion of application form and interview by applicants

5. Arranges interview after notification of job location

H. Public Employment Agencies

1. Similar to Arkansas Employment Security Division

(NOTE: Some are conducted by YMCA and YWCA groups, religious, charitable, and other philanthropic organizations.)

2. Located in all fifty states

I. Private Employment Agencies

1. Usually located in larger cities and can be located through the yellow pages of the telephone directory and in the employment classified ads section of newspapers

2. Charge a fee for their services

3. Fees controlled by state laws

4. Are privately owned businesses whose income is based on collecting a fee for placing a person on a job

5. Advantage of the private agency--offers a more specialized service

(NOTE: The representatives of these agencies concentrate their efforts in a small area of work. They usually cater to the employers and, in return, receive their job requests. Employers like this arrangement since it relieves them of the burden of seeking qualified employees.)

6. Disadvantage--many persons resent "buying a job"

(NOTE: However, many feel, especially the person with little work experience, that the fee is justified by their "getting their foot in the door" for the work experience. Also, persons in a large unfamiliar city may prefer these agencies.)

J. Military recruiting offices

1. Located in many small towns and in all cities

2. Offer an abundance of different occupations to qualified applicants

3. Usually operated by the Army, Navy, Air Force, Marines and Coast Guard

4. Successful completion of test required

5. Usually requires enlistment for 2-, 3-, 4-, or 6-year period

K. National Guard and Reserves

1. Located in all states

2. Offers good part-time income for training one weekend a month and two weeks during the summer

3. Must qualify by passing test

L. Temporary help agencies

1. Located in larger cities

2. Charge no fee

3. Usually offer temporary jobs in the clerical and manual labor fields

4. Telephone and transportation required

M. Situation wanted advertisement

1. Sometimes used by those seeking jobs

2. Costs person to have ad published

3. Indicates the type of job the job seeker desires, briefly lists the person's qualifications, along with any details he/she feels will be appealing to a potential employer

4. Are very limited in value to the person seeking the usual job

(NOTE: Persons with specialized skills advertising in specialized publications are much more likely to obtain results.)

N. Executive recruitment organizations

1. Available only to a select few persons

(NOTE: This source is normally used by those who have been earning a salary of about twenty-five thousand dollars or more and qualify for an executive position.)

2. Registration with these organizations similar to registration with the regular employment agencies

O. Radio and television

1. Advertise job openings

2. Advertisements aired by these stations associated with the Arkansas Employment Security Division; a few from the private sector

3. Gives listeners complete information concerning these jobs

WHERE TO LOOK FOR A JOB

1. Employment ads

   A. Newspapers
   B. Trade papers
   C. Journals
   D. Magazines
   E. Organization and trade newsletters and bulletins

2. Family and Friends

3. School placement

4. Business and industry direct approach - "Knock on doors"

5. Civil service - State, Federal and Local

6. Federal Job Information center

7. Arkansas Fmployment Security Division

8. Public employment agencies

9. Private employment agencies

10. Military recruiting offices

11. National Guard and Reserves

12. Temporary help agencies

13. Situation wanted ads

14. Executive recruitment organizations

15. Radio and TV

TM 1

NEWS ARTICLE AND JOB CLUES

OLD CAPITOL HOTEL TO BE RESTORED

LITTLE ROCK-ONE OF ARKANSAS' OLDEST BUSINESS ESTABLISHMENTS, THE CAPITOL HOTEL, BUILT IN THE EARLY 1900S, IS BEING COMPLETELY RESTORED. FUTURE PLANS CALL FOR A COMPLETE RENOVATION, INCLUDING INSTALLATION OF CENTRAL AIR CONDITIONING THROUGHOUT THE HOTEL.

REMODELING PLANS INCLUDE A NEW DROPPED CEILING AND NEW PAINT THROUGHOUT THE HOTEL WHICH HAS LONG BEEN A CENTER FOR CIVIC AND SOCIAL FUNCTIONS.

THE EXTERIOR OF THE BUILDING IS TO BE CLEANED, AND WINDOW SILLS WILL BE REPAINTED, MANAGER BILL HARTLEY SAID.

HARTLEY ADDED THAT FUTURE PLANS FOR THE HOTEL INCLUDE NEW WIRING, WATER PIPES, ALUMINUM WINDOWS AND REPLACEMENT OF FURNITURE AND DRAPES IN THE LOBBY AND ROOMS.

HOTEL HOUSEKEEPING AIDE

CARPENTRY

AIR CONDITIONING

PAINTING

SAND BLASTING

ELECTRICAL WIRING

PLUMBING

TRANSFERRING AND STORING

TM 2

FINDING THE JOB
UNIT I

ASSIGNMENT SHEET #1--IDENTIFY AND MATCH JOB SOURCES

Directions: Match the description on the right side with the job sources on the left. Write the correct number in the blank.

_____a. Classified ads	1. Charges a fee for services
_____b. Local Civil Service	2. Has two week summer camp
_____c. State Civil Service	3. Available only to a select few
_____d. Federal Civil Service	4. Very limited in value
_____e. School placement	5. Found in newspapers, magazines, etc.
_____f. Family and friends	6. "Knock on doors"
_____g. Business and industry direct approach	7. Located in larger cities and offer temporary work
_____h. Arkansas ESD	8. Especially beneficial to the student
_____i. Private agency	9. May require an enlistment period
_____j. Situation wanted ad	10. Free service from the state
_____k. National Guard and Reserves	11. Job with city government
_____l. Temporary help agency	12. Job with state government
_____m. Military recruiting stations	13. One of the largest employers
_____n. Executive recruitment organizations	14. One of the best ways to find a job

FINDING THE JOB
UNIT I

ASSIGNMENT SHEET #1--IDENTIFY AND MATCH JOB SOURCES

Directions: Match the description on the right side with the job sources on the left. Write the correct number in the blank.

_____a.	Classified ads	1.	Charges a fee for services
_____b.	Local Civil Service	2.	Has two week summer camp
_____c.	State Civil Service	3.	Available only to a select few
_____d.	Federal Civil Service	4.	Very limited in value
_____e.	School placement	5.	Found in newspapers, magazines, etc.
_____f.	Family and friends	6.	"Knock on doors"
_____g.	Business and industry direct approach	7.	Located in larger cities and offer temporary work
_____h.	Arkansas ESD	8.	Especially beneficial to the student
_____i.	Private agency	9.	May require an enlistment period
_____j.	Situation wanted ad	10.	Free service from the state
_____k.	National Guard and Reserves	11.	Job with city government
_____l.	Temporary help agency	12.	Job with state government
_____m.	Military recruiting stations	13.	One of the largest employers
_____n.	Executive recruitment organizations	14.	One of the best ways to find a job

FINDING THE JOB
UNIT I

ASSIGNMENT SHEET #2--USE NEWSPAPER INDEX

Directions: You will need a newspaper for this assignment. On the front page of the newspaper you will find an index. Look at it and write the page numbers on which the following articles can be found. Tape the index to this assignment sheet, and turn it in to your instructor.

_____a. Classified ads

_____b. Markets

_____c. Editorials

_____d. Family section

_____e. Calendar of events

_____f. Comics

_____g. "Dear Abby" or "Ann Landers"

_____h. TV and entertainment

_____i. Horoscope

_____j. Weather

FINDING THE JOB
UNIT I

ASSIGNMENT SHEET #3--FIND JOB CLUES IN A NEWSPAPER ARTICLE

Directions: You will need a local newspaper for the following assignment. Find a news article about a construction project or other work in your area. Find clues in the article about the kinds of jobs that will be done on the project and underline them. Tape the article to this assignment sheet and turn it in to your instructor.

FINDING THE JOB
UNIT I

ASSIGNMENT SHEET #4--USE THE CLASSIFIED ADS

Directions: You will need copies of the "Want Ad" pages from a newspaper that features a large number of "Help Wanted" advertisements to complete this assignment. Read the ads to determine whether you can understand the abbreviations commonly used. Count the number of advertisements that ask:

a. Applicants to appear in person _____

b. For letters to be written _____

c. For resumes to be mailed _____

d. For phone calls to be made _____

FINDING THE JOB
UNIT I

ASSIGNMENT SHEET #5--MATCH ABBREVIATIONS
ASSOCIATED WITH CLASSIFIED ADS

Directions: Match each word with its abbreviation by writing the letter of the correct word in the blank space.

_____a.	bkgd	1.	stenography
_____b.	ot	2.	accounting
_____c.	rel'd	3.	building
_____d.	asst	4.	industrial
_____e.	mach	5.	excellent
_____f.	gd	6.	senior
_____g.	grad	7.	director
_____h.	incl	8.	medical
_____i.	co	9.	conditions
_____j.	ext	10.	and so on
_____k.	F/P	11.	never a fee
_____l.	exc	12.	benefits
_____m.	mech	13.	machine
_____n.	const	14.	related

_____o. acctg	15. good
_____p. exec	16. company
_____q. off	17. executive
_____r. sten	18. graduate
_____s. med	19. extension
_____t. cond	20. overtime
_____u. N/F	21. organization
_____v. etc	22. mechanic
_____w. div	23. including
_____x. bldg	24. construction
_____y. sr	25. background
_____z. dir	26. assistant
____aa. ind	27. division
____bb. comm	28. fee paid by employer
____cc. bnfts	29. office
____dd. org	30. commission

FINDING THE JOB
UNIT I

ASSIGNMENT SHEET #6--WRITE IN FULL ABBREVIATIONS USED IN CLASSIFIED ADS

Directions: Write a complete description below each advertisement.

a. OUTSIDE SALES: Exper, fee pd! $18K

b. APT. MAINT: H/AC Exper!....To $12K

c. ANIMAL CARE ASST! Good Ref!..$600

d. SHORT HR. Gen'l Off; Good Bnfts ..$290

e. DIR. OF NURSES! No Arkansas; Fee Pd! To $25K

FINDING THE JOB
UNIT I

ASSIGNMENT SHEET #7--IDENTIFY JOB SOURCES

Directions: Write the name of the job source used in the space provided pertaining to the numbered statement on the left side. Use the list at the bottom as your list of sources from which to choose your answer.

Person got a job through:

a. An uncle who works in a factory _____

b. Reading an announcement posted in the county courthouse _____

c. Paying a fee _____

d. Walking in and asking for the job _____

e. A particular newspaper section _____

f. Mr. Thomas, an instructor at Delta Vo-Tech School _____

g. Merely reading the newspaper _____

h. Paying a small advertisement fee to a newspaper _____

i. Mailing a resume to selected companies _____

j. A free state placement service _____

Family & friends	Direct business and industry approach
Newspaper classified ads	Civil Service announcement
School placement service	Situation wanted ad
Military recruiting station	Arkansas Employment Security Div.
Radio & TV	Private employment agency
Clue in newspaper article	Temporary help agency
Executive recruitment org.	

National Guard office

FINDING THE JOB
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET #1

a.	5	h.	10
b.	11	i.	1
c.	12	j.	4
d.	13	k.	2
e.	8	l.	7
f.	14	m.	9
g.	6	n.	3

ASSIGNMENT SHEET #2

Evaluate to the satisfaction of the instructor.

ASSIGNMENT SHEET #3

Evaluate to the satisfaction of the instructor.

ASSIGNMENT SHEET #4

Evaluate to the satisfaction of the instructor.

ASSIGNMENT SHEET #5

a.	25	k.	28	u.	11
b.	20	l.	5	v.	10
c.	14	m.	22	w.	27
d.	26	n.	24	x.	3
e.	13	o.	2	y.	6
f.	15	p.	17	z.	7
g.	18	q.	29	aa.	4
h.	23	r.	1	bb.	30
i.	16	s.	8	cc.	12
j.	19	t.	9	dd.	21

ASSIGNMENT SHEET #6

a. Outside sales job; the fee is paid by the employer; salary is eighteen thousand dollars per year.

b. Job for apartment maintenance; needs to have heating and air conditioning experience; salary is negotiable to twelve thousand dollars a year depending upon experience and training.

c. Person to assist in taking care of animals; need good personal and work references; salary is six hundred dollars per month.

d. Person needed to do general office work part-time; good benefits offered; salary is two hundred and ninety dollars per month.

e. A director of nurses is needed in Northern Arkansas; the fee is paid by the employer and salary is negotiable to twenty-five thousand dollars per year depending upon experience, training, etc.

ASSIGNMENT SHEET #7

a. family and friends
b. civil service announcement
c. private employment agency
d. direct business and industry approach
e. newspaper classified ads
f. school placement service
g. clues in newspaper article
h. situation wanted ad
i. direct business and industry approach
j. Arkansas Employment Security Division

(NOTE: Test questions 3-6 are assignment sheets. They are Assignment Sheets 2-5. They are an important part of this test. If they have not been completed, check with your instructor.)

3. Use newspaper index.

4. Find job clues in newspaper articles.

5. Display ability in reading, understanding, and using newspaper classified job ads.

6. Match terms associated with newspaper classified job ads with their abbreviations.

7. List four reasons why it is especially beneficial to the student to find a job through the school placement service.

   a.

   b.

   c.

   d.

8. Discuss the services and functions of the local, state, and federal branches of the civil service.

9. Identify functions of the Arkansas Employment Security Division. Write a T in the blank if the statement is true and an F if it is false.

_____a. Provides services for a very small fee.

_____b. Main office is located in Jonesboro.

_____c. Helps to find you a job.

_____d. Has six branch offices throughout the state.

_____e. Requires you to complete an application form.

_____f. You can apply for a job through the service by mail.

FINDING THE JOB
UNIT I

TEST

1. Match terms associated with employability skills to their correct definitions. Write the correct numbers in the blanks.

_____a.	Want ads arranged in classes	1.	Local civil service
_____b.	Telephone directory classified ads	2.	Employment contract
_____c.	Enlists person into military service	3.	Federal Job Information Center
_____d.	Used by private employment agencies	4.	Business and industry direct approach
_____e.	City and county jobs	5.	Section
_____f.	State job service	6.	Civil service
_____g.	"Knocking on doors"	7.	Yellow pages
_____h.	Part or division of newspaper	8.	Military recruiting station
_____i.	Pertaining to government	9.	Classified ads
_____j.	Provides information on U.S. Government jobs	10.	Arkansas Employment Security Division

2. Identify 12 job sources. List them in any order.

a.	e.	i.
b.	f.	j.
c.	g.	k.
d.	h.	l.

_____g. Provides a large or broad area of job coverage.

_____h. Has an office in North Little Rock that caters to clerical, technical and professional people.

_____i. You must be interviewed by a counselor or interviewer.

_____j. Your personal appearance is really not important when using this service.

_____k. Arranges the job interview for you.

_____l. Sometimes advertises jobs on radio and television.

_____m. Operates on a first come, first served basis.

_____n. Has satellite services in many small towns.

_____o. Operates on funds received from applicants.

10. Compare and contrast public and private employment agencies. The following statements are based on comparison and contrast of state(public) and commercial(private) employment agencies. Write the number 1 if the statement pertains to a state(public) agency, a 2 if the statement pertains to a commercial(private) agency, or a 3 if the statement pertains to both the agencies.

1. State(Public) Agency

2. Commercial(Private) Agency

3. Both Agencies

_____a. Does not charge the applicant for its services

_____b. Usually provides a specialized service

_____c. Usually favors the employer

_____d. Requires application form to be completed

_____e. Requires a personal interview

_____f. Funded by state and federal money

_____g. Provides good services

_____h. Located throughout the United States

_____i. Receives fees from some employers

_____j. Operates on the money it receives from clients

_____k. Stresses personal appearance as being important

_____l. Requires no contract

_____m. Advertises jobs in the newspaper classified ads

_____n. Has advantages and disadvantages

_____o. Expects the person to perform well on the job

_____p. Gives test for some jobs

_____q. Usually arranges the job interview for the applicant

_____r. Having a resume with you could be helpful

FINDING THE JOB
UNIT I

ANSWERS TO TEST

1.
a.	9	f.	10
b.	7	g.	4
c.	8	h.	5
d.	2	i.	6
e.	1	j.	3

2. Answers may include any of the following:

   a. Family and friends
   b. Newspaper classified ads
   c. School placement
   d. Civil service(state, federal, local)
   e. Radio and television
   f. Arkansas Employment Security Division
   g. Private employment agencies
   h. Business and industry direct approach
   i. Federal Job Information Center
   j. Temporary help agencies
   k. Public employment agencies
   l. Military recruiting stations
   m. National Guard and Reserves
   n. Situation wanted advertisement
   o. Executive recruitment organizations

3. Evaluate to the satisfaction of the instructor

4. Evaluate to the satisfaction of the instructor

5. Evaluate to the satisfaction of the instructor

6. See answers to Assignment Sheet #5.

7. Answers may include any four of the following:

   a. Service is free
   b. Service is convenient
   c. The instructor offering the service will be sympathetic and anxious to place the student
   d. The school is proud of a good employment record
   e. The jobs it has available are in keeping with student capabilities
   f. Students are constantly in touch with instructors

8. Evaluate to the satisfaction of the instructor

9.

a.	F	i.	T
b.	F	j.	F
c.	T	k.	F
d.	F	l.	T
e.	T	m.	T
f.	F	n.	T
g.	T	o.	F
h.	T		

10.

a.	1	j.	2
b.	2	k.	3
c.	2	l.	1
d.	3	m.	2
e.	3	n.	3
f.	1	o.	3
g.	3	p.	3
h.	3	q.	2
i.	2	r.	3

APPLYING FOR THE JOB---RESUME
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to compile the information needed and write an acceptable personal resume. The student should be able to identify the purposes of the resume and the proper ways to use it. This knowledge will be evidenced by correctly performing the procedures outlined in the assignment sheets and by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with a resume with their correct definitions
2. List the purposes and uses of the resume
3. List major resume headings
4. Match information to major resume headings
5. Identify important guidelines in writing a resume
6. Record information for a personal resume
7. Prepare a personal resume

APPLYING FOR THE JOB---RESUME
UNIT II

SUGGESTED ACTIVITIES

I. Make transparencies.

II. Provide students with objective sheet.

III. Provide students with information and assignment sheets.

IV. Discuss unit and specific objectives.

V. Discuss information and assignment sheets.

VI. Show Transparency #1 and discuss purposes of a resume.

VII. Provide students with sample resumes.

VIII. Survey sample resumes, explaining each major heading.

IX. Show Transparency #2 and discuss major headings of resume.

X. Discuss important guidelines, Transparency #3.

XI. Provide students with a 3 x 5" index card notebook or assign them to purchase their own and bring them to class.

XII. Have students assemble and record personal data under major resume headings in notebooks.

XIII. Have students write a personal resume using information from their notebooks.

XIV. Give test.

XV. Reteach if necessary.

INSTRUCTIONAL MATERIALS

I. Included in the unit:

A. Objective sheet

B. Information sheet

C. Copies of sample resumes

D. Transparency masters-

1. TM 1--Purposes and Uses of the Resume
2. TM 2--Major Resume Headings
3. TM 3--Resume Guidelines

E. Assignment sheets-

1. Assignment Sheet #1--List personal data
2. Assignment Sheet #2--List education data
3. Assignment Sheet #3--List work experience data
4. Assignment Sheet #4--List personal reference data
5. Assignment Sheet #5--List personal data under selected headings
6. Assignment Sheet #6--Write a personal resume

F. Answers to assignment sheets

G. Test

H. Answers to test

II. References

A. Berlye, Milton K. Your Career in the World of Work. Indianapolis, IN: Bobbs-Merrill Educational Publishing, 1981.

B. Kimbrell, Grady and Vineyard, Ben S. Succeeding in the World of Work. Bloomington, IL: McKnight Publishing Co., 1981.

C. Stanat, Kirby. Job Hunting Secrets & Tactics. Chicago, IL: Follett/Westwind, 1977.

APPLYING FOR THE JOB---RESUME
UNIT II

INFORMATION SHEET

I. Terms and Definitions

A. Affiliate--to associate as a member

B. Assets--positive selling points

C. Cover letter--a letter which accompanies the resume when mailed

D. Data--information

E. Extracurricular--activities outside of scheduled classes

F. Interview--personal meeting with prospective employer

G. Letter of application--a resume and a cover letter

H. "Paper the Town"--mailing resumes to prospective employers

I. Personal data sheet--resume

J. Resume--a brief written description of a person's qualifications

II. Purposes and uses of resumes

A. Purposes

1. Organizes all the relevant facts about a person into a single written presentation

(NOTE: It should contain brief, but sufficient, information to tell a prospective employer:
a. Who you are
b. What you have done
c. What you can do
d. What you know
e. What type of job you would like)

2. Can be used as an introductory device

3. Can serve as a focus for an improvement for the personal interview

4. Helps the person avoid overselling or underselling.

   (NOTE: Having all the facts at your fingertips makes the "selling" process more effective and efficient.)

5. Provides the employer with a visual reminder of what was covered verbally during the interview

B. Uses

1. Allows you to make a careful selection of firms that may be interested in your background and for which you would like to work

   (NOTE: Do not be timid about the number to whom you send the resume. The larger the mailing, the greater the number of responses.)

2. Makes your record more accessible.

   (NOTE: Always carry copies of the resume with you when you report for an interview. Give copies to friends, acquaintances, and associates who may be in a position to "hear of something".

3. Easy to leave with the employment services, etc.

   (NOTE: Leave copies of the resume with the employment service of your choice and your school placement office.)

4. Easy to use in answering newspaper and magazine advertisements

III. Organizing the resume

A. No single organizing principle applies

(NOTE: Nevertheless, all good resumes highlight the important points of a specific job problem. In most instances, the goal(job) will help determine the most suitable method - whether to build around your professional training, the types of firms in which you were employed, your specific skills, or the fields of work for which you believe you are best suited.)

B. Two general methods for organizing

1. Chronological(job)--In inverse chronological order start with the most recent job and list the time, employer, type of firm, and work performed; work backward through the work experience

2. Functional--Starts with the most relevant function you can perform(from the prospective employer's point of view), and continues with others in the order of their importance; describes each function or skill with specific illustrations from your experiences; is especially useful in occupations such as auto mechanics, industrial mechanics, or auto body repair where the work is varied or where there are frequent changes of assignment

IV. Major headings of the resume--help to highlight the resume

(NOTE: Use ONLY those headings that will best represent your qualifications or give background you feel the employer should know. A list of possible headings follows.)

1. Personal Data
2. Education
3. Work Experience
4. Military Experience
5. Extracurricular Activities
6. Scholarships or Honors
7. Major Studies & Grades
8. Special Interests
9. Hobbies
10. Skills
11. Offices Held
12. Social Organizations
13. Career Objectives
14. References

V. Important guidelines for the resume

A. Select bold headings for information that will flatter you the most

B. Omit irrelevant or unimportant facts which weaken the strong points

C. Be brief, imaginative, and informative

D. Never send a hand-written resume

E. Use high-quality bond paper

F. Use caution when making copies of your resume

(NOTE: Don't send resumes that have been copied on inferior copying machines. Some copying machines make ugly copies on slippery, shiny paper.)

G. Don't use a worn-out typewriter ribbon

(NOTE: Don't send a resume that has strikeovers, crossed-out words, or messy erasures.)

H. Carefully proofread your resume

(NOTE: Having other people proofread it is an additional guard against errors.)

I. Check and recheck spelling - spelling errors are FATAL

J. Avoid preparing a resume with too much type

(NOTE: The resume should not be a big gray block of type. Break it up. Skip a space between major items. Leave some white spaces.)

K. Do not list yourself as Mr., Miss, Mrs., or Ms.

L. Listing references on the resume is optional

M. Don't be a windbag; keep it businesslike

N. Pictures are optional

Personal Resume
of
Judy Student

PERSONAL DATA

Address:	P.O. Box 000, Tyronza, AR 72386
Telephone:	(501) 000-0000
Social Security Number:	000-00-0000
Age:	30 (14 Feb., 1952)
Marital Status:	Single(Will be wed March 6, 1982)
Physical Condition:	Excellent(5'6", 113 lbs.)

EDUCATION AND TRAINING

Delta Vo-Tech School Marked Tree, AR 72365	Graduate, Secretarial Office School June, 1972
Southern Baptist College Walnut Ridge, AR 72476	Graduate, Associate in Arts May, 1971
Tyronza High School Tyronza, AR 72386	Graduate May, 1969

OFFICE AND MACHINE SKILLS

Typing (60 WPM)
Shorthand
Ten Key Calculator
NCR 775 Proof Machine
NCR 8200 Computer
NCR CRT (796-101)

WORK EXPERIENCE

(1)	Employer:	Tyronza Bank, Tyronza, AR 72386
	Dates:	August, 1972 to Present
	Duties:	In charge of bookkeeping department, complete access to computer, operate proof machine, lining and filing checks, typing, answering phone and bank teller.
	Reason for leaving:	Getting married and relocating in the Little Rock, Arkansas.
(2)	Employer:	Marked Tree Tribune Newspaper Marked Tree, AR 72365
	Dates:	April, 1972 to August, 1972
	Duties:	General office, typing, and setting type.

	Reason for leaving:	Job advancement
(3)	Employer:	Delta Vo-Tech School Marked Tree, AR 72365
	Dates:	September, 1971 to April, 1972
	Duties:	Secretary, typing, dictation, filing, and general office
	Reason for leaving:	Part-time work
(4)	Employer:	Southern Baptist College Walnut Ridge, AR 72476
	Dates:	September, 1969 to May, 1971
	Duties:	Receptionist, answering telephone, greeting public, taking messages
	Reason for leaving:	Part-time work

HOBBIES AND OUTSIDE INTERESTS

Baking, fishing, camping, reading

REFERENCES

Charles F. Luter, President
Tyronza Bank
P.O. Box 95
Tyronza, AR 72386
Telephone: (501) 487-2161

Irma Hickman, Supervisor
B & H Associates
2512 S. Culberhouse, Office F.
Jonesboro, AR 72401
Telephone: (501) 972-0571

Maxyne Ursery, Vice President
Tyronza Bank
P.O. Box 95
Tyronza, AR 72386
Telephone: (501) 487-2161

William L. Stanley, Director
Delta Vo-Tech School
Marked Tree, AR 72365
Telephone: (501) 358-2117

RESUME
OF
JOHN DOE

Personal Data:

Address:	P.O. Box 362 Paragould, AR 72450
Telephone:	(501) 236-8421
Date of Birth:	February 15, 1958
Social Security Number:	429-86-6304
Marital Status:	Married (2 children)
Physical Condition:	Excellent. 5' 10", 165 lbs.

Education and Training:

Delta Vo-Tech School Highway 63 West Marked Tree, AR 72365	Graduate Auto Mechanics June, 1980
Paragould High School Paragould, AR 72450	Graduate May, 1976

Office and Machine Skills:

Typing (50 wpm)	Shorthand (80 wpm)
Mimeograph	Executive typewriter
Ten-key calculator	Dictaphone
Accounting (1 year)	Filing (1 year)

Military Service:

United States Army	June, 1977 - July, 1979 Honorable discharge(Rank E-5)
Duties:	After training period, received various assignments as a combat infantryman

Work Experience:

(1) Employer:	Safeway Stores, Inc. Paragould, AR 72450
Dates:	June, 1975 - December, 1976 (Part-time)

Duties:	Stocking, pricing, and receiving merchandise, sacking and customer carry out, general maintenance and clean-up
Reason for leaving:	Enlisted in military service

(2) Employer: J.H. Doe
Paragould, AR 72450

Dates:	Summers 1973, 1974
Duties:	Operation and repair of machinery on cotton, rice, and soybean farm
Reason for leaving:	Return to school

Extracurricular Activities:

VICA (vice-president)	Honor Society
Sunday School teacher	Student Council
American Legion	FFA (reporter)

References:

David Ashlock
Auto Mech. Instructor
Delta Vo-Tech School
Marked Tree, AR 72365
(501) 358-2117

E.L. Smith, Manager
Safeway Stores, Inc.
Paragould, AR 72450
(501) 235-7777

Harold Lester, Minister
First Baptist Church
Paragould, AR 72450
(501) 235-3215

R.B. Edison, Principal
Paragould High School
Paragould, AR 72450
(501) 235-1122

PERSONAL RESUME OF JOHN DOE

PERSONAL DATA:

Address: 712 Front Street
City, State ZIP Code
Telephone: (---) 932-7915
Birthdate: June, 27, 1939

Marital Status: Single
Physical Condition: Excellent
Height/Weight: 5' 11", 185 lbs.
Hobbies: Bowling, Fishing and Baseball

EDUCATION AND TRAINING:

Delta Vo-Tech School City, State ZIP Code	Graduate: Welding June 1979
U. S. Air Force City, State ZIP Code	Graduate: Leadership School (6 weeks) Cook and Bakers School (3 months) Food Service Management School (6 months) Weapons and Munitions School (11 months)
Happy High School City, State ZIP Code	Graduate May 1958

MILITARY AND WORK EXPERIENCE:

U. S. Air Force City, State ZIP Code	Dining Hall Supervisor (9 years) Muntions Loading Supervisor (8 years) June 1961 to May 1978
Alamo Express City, State ZIP Code	Longhaul Truck Driver June 1960 to May 1961
U. S. Army City, State ZIP Code	Infantry May 1958 to May 1960

AWARDS AND HONORS:

Nine Air Force Proficiency Ratings Citizenship Commendation Medals	Two Commendation Medals with Oakleaf Clusters USAF Management Assistance Team (6 months)

REFERENCES: (with permission)

_____, Tech. Sergeant
_____ Air Force Base
City, State ZIP Code
(000) 532-2024

_____, Master Sergeant
_____ Air Force Base
City, State ZIP Code
(000) 532-2027

_____, Instructor
_____ Vocational Technical School
City, State ZIP Code
(000) 358-2117

_____, Assistant Director
_____ Vocational Technical School
City, State ZIP Code
(000) 358-2117

PURPOSES & USE OF RESUME

PURPOSES

1. ORGANIZES ALL THE RELEVANT FACTS ABOUT YOURSELF INTO A SINGLE WRITTEN PRESENTATION. IT SHOULD CONTAIN BRIEF, BUT SUFFICIENT, INFORMATION TO TELL A PROSPECTIVE EMPLOYER:
   A. WHO YOU ARE
   B. WHAT YOU HAVE DONE
   C. WHAT YOU CAN DO
   D. WHAT YOU KNOW
   E. WHAT TYPE OF JOB YOU WOULD LIKE
2. IS AN INTRODUCTORY DEVICE
3. SERVES AS A FOCUS FOR AN IMPROVEMENT IN YOUR PERSONAL INTERVIEW
4. HELPS AVOID OVERSELLING OR UNDERSELLING
5. PROVIDES EMPLOYER WITH VISUAL REMINDER OF WHAT WAS COVERED VERBALLY DURING THE JOB INTERVIEW

USES

1. MAILED TO POTENTIAL EMPLOYERS
2. HELPFUL AT INTERVIEW
3. CAN BE GIVEN TO FRIENDS, ACQUAINTANCES, AND ASSOCIATES WHO MAY BE IN A POSITION TO "HEAR OF SOMETHING"
4. CAN EASILY BE LEFT AT EMPLOYMENT AGENCIES AND SCHOOL PLACEMENT OFFICES
5. CAN BE USED IN ANSWERING NEWSPAPER AND MAGAZINE ADVERTISEMENTS

TM 1

MAJOR RESUME HEADINGS

PERSONAL DATA
EDUCATION
WORK EXPERIENCE
MILITARY EXPERIENCE
EXTRACURRICULAR ACTIVITIES
SCHOLARSHIPS OR HONORS
MAJOR STUDIES & GRADES

SPECIAL INTERESTS
HOBBIES
SKILLS
OFFICES HELD
SOCIAL ORGANIZATIONS
CAREER OBJECTIVES
REFERENCES

TC-II - 55-A

IMPORTANT GUIDELINES FOR RESUME WRITING

1. Select bold headings
2. Omit irrelevant or unimportant facts
3. Be brief, imaginative, and informative
4. Always type resume
5. Use high-quality bond paper
6. Make copies that are clean and clear
7. Be sure resume is neat and clean
8. Proofread your resume
9. Do not misspell words and names
10. Do not crowd resume sections--leave some white space
11. Do not list yourself as Mr., Mrs., Miss, Ms.
12. References are optional
13. Pictures are optional
14. Don't be a windbag, keep it businesslike

APPLYING FOR THE JOB---RESUME
UNIT II

ASSIGNMENT SHEET #1--LIST PERSONAL DATA

Directions: You will need a 3"x 5" spiral index card notebook to complete this assignment. Using the number of cards necessary, compile a personal data section pertaining to yourself. Include your name, present address, previous address, telephone number, age, date of birth, social security number, marital status, physical condition, height and weight.

Submit your notebook to the instructor after you have completed this assignment.

APPLYING FOR THE JOB---RESUME
UNIT II

ASSIGNMENT SHEET #2--LIST EDUCATION DATA

Directions: You will need a 3" x 5" spiral index card notebook to complete this assignment. Using the number of cards necessary, compile an educational data section pertaining to yourself. Include all schools you have attended, the addresses, the date you started to school(month and year), the data you left school(month and year), subjects you studied, courses you have taken and completed, credits you have earned, certificates or diplomas awarded, and grades you made.

Submit your notebook to the instructor when you have completed this assignment.

APPLYING FOR THE JOB---RESUME
UNIT II

ASSIGNMENT SHEET #3--LIST WORK EXPERIENCE DATA

Directions: You will need a 3"x 5" spiral index card notebook to complete this assignment. Using the number of cards necessary, list your entire work experience. Begin with your last job and list them all in reverse order. Include name and address of employer, date you went to work (month and year), date you left work(month and year), supervisor's name, salary you were earning when you left the job, the job or position you held, a description of your job duties, and your reason for leaving. If there are large time lapses between jobs, list what you were doing.

Submit your notebook to your instructor when you have completed this assignment.

APPLYING FOR THE JOB---RESUME
UNIT II

ASSIGNMENT SHEET #4--LIST PERSONAL REFERENCE DATA

Directions: You will need a 3" x 5" spiral index card notebook to complete this assignment. Using the cards necessary, list four personal references. Use persons who are not related to you and whom you have known at least one year. Try to use persons other than former employers. Try to use persons who can "vouch" for your work habits as well as your personal characteristics. Check with each person you list before using his/her name and thank all four in advance for their help. List the person's name, address, telephone number, place of business or job held, and the number of years acquainted.

Submit your notebook to the instructor when you have completed this assignment.

APPLYING FOR THE JOB---RESUME
UNIT II

ASSIGNMENT SHEET #5--LIST PERSONAL DATA UNDER SELECTED HEADINGS

Directions: You will need a 3" x 5" spiral index card notebook to complete this assignment. Using the number of cards necessary, list any information which pertains to you under the following listed major headings which are applicable to you. Submit your notebook to the instructor after you have completed this assignment.

Military Service--List date you entered service, number of years served, date and type of discharge, rank when discharged, jobs you performed, major school or training you attended, major awards and honors.

Extracurricular Activities--School clubs and activities

Scholarships or Honors--1st place, State VICA contest, autobody repair

Major Studies and Grades--Example: Business---typing, shorthand, computer, etc.

Hobbies--Example: woodworking, gardening, etc.

Skills--Example: typing, front-end alignment, tune-up specialist, etc.

Offices Held--Example: President VICA, Reporter Phi Beta Lambda

Social Organizations--Example: Lions, PTA, etc.

Career Objectives--What do you plan to do in your career?

APPLYING FOR THE JOB---RESUME
UNIT II

ASSIGNMENT SHEET #5--LIST PERSONAL DATA UNDER SELECTED HEADINGS

Directions: You will need a 3" x 5" spiral index card notebook to complete this assignment. Using the number of cards necessary, list any information which pertains to you under the following listed major headings which are applicable to you. Submit your notebook to the instructor after you have completed this assignment.

Military Service--List date you entered service, number of years served, date and type of discharge, rank when discharged, jobs you performed, major school or training you attended, major awards and honors.

Extracurricular Activities--School clubs and activities

Scholarships or Honors--1st place, State VICA contest, autobody repair

Major Studies and Grades--Example: Business---typing, shorthand, computer, etc.

Hobbies--Example: woodworking, gardening, etc.

Skills--Example: typing, front-end alignment, tune-up specialist, etc.

Offices Held--Example: President VICA, Reporter Phi Beta Lambda

Social Organizations--Example: Lions, PTA, etc.

Career Objectives--What do you plan to do in your career?

APPLYING FOR THE JOB---RESUME
UNIT II

ASSIGNMENT SHEET #6--WRITE A PERSONAL RESUME

Directions: You will need several clean sheets of writing paper to complete this assignment. Using the information in your spiral index card notebook, write a usable resume. Select a format which you think will highlight your resume. You may have to prepare a rough draft of it and then prepare a neater, more legible copy. Submit your resume to the instructor when you have completed this assignment.

APPLYING FOR THE JOB---RESUME
UNIT II

ASSIGNMENT SHEET #6--WRITE A PERSONAL RESUME

Directions: You will need several clean sheets of writing paper to complete this assignment. Using the information in your spiral index card notebook, write a usable resume. Select a format which you think will highlight your resume. You may have to prepare a rough draft of it and then prepare a neater, more legible copy. Submit your resume to the instructor when you have completed this assignment.

APPLYING FOR THE JOB---RESUME
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Evaluate all assignment sheets to the satisfaction of the instructor.

APPLYING FOR THE JOB---RESUME
UNIT II

TEST

1. Match terms associated with a resume with their correct definitions. Write the correct numbers in the blanks.

_____a.	Your positive selling points	1.	Affiliation
_____b.	Personal meeting with a potential employer	2.	Data
_____c.	Mailing resumes to prospective employers	3.	Resume
_____d.	To associate as a member	4.	Cover letter
_____e.	Information	5.	Assets
_____f.	Brief written description of your qualifications	6.	Extracurricular
_____g.	Don't mail resume without one	7.	Personal data sheet
_____h.	Activities outside of regular schoolwork	8.	Modern letter of application
_____i.	Similar to resume	9.	Interview
_____j.	Resume and cover letter	10.	"Paper the town"

2. a. List four purposes of the resume.

1.

2.

3.

4.

b. List four uses of the resume.

1.

2.

3.

4.

3. List ten major resume headings.

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

4. Match information to major resume headings. Match the headings on the right to the pieces of information on the left. Write the correct number in the blank.

_____a.	Relocated to Little Rock	1. Personal Data
_____b.	Social Security Number	2. Education
_____c.	Store manager, 10 years	3. Work Experience
_____d.	Fired	4. References
_____e.	Supervisor's name	
_____f.	Graduated, '80	

_____g. B average

_____h. Previous address

_____i. Age

_____j. Furnished upon request

5. Identify important guidelines in writing a resume. Write T if the statement if true or an F if the statement is false.

_____a. You should always carefully proofread your resume.

_____b. Correct spelling is not really important.

_____c. It is sometimes proper to mail a handwritten resume.

_____d. Resumes should never exceed one page.

_____e. Listing references on a resume is optional.

_____f. If listing references, you should not give their telephone numbers.

_____g. A poorly written resume can cost you the job.

_____h. A resume should not contain more than 8 headings.

_____i. You should never mail a resume without a cover letter.

_____j. The resume will always get you the job.

_____k. Use a picture if you think it will help you.

_____l. The resume should be a big gray block of type.

_____m. Keep it businesslike.

_____n. It is proper to list yourself as Mr. or Mrs.

_____o. Be careful of making copies, make good ones.

(NOTE: Test questions 6 and 7 are assignment sbeets. They are Assignment Sheets #1-5. They are an important part of this test. If they have not been completed, check with your instructor.)

6. Record information for a personal resume.

7. Prepare a personal resume.

APPLYING FOR THE JOB---RESUME
UNIT II

ANSWERS TO TEST

1.

a.	5	f.	3
b.	9	g.	4
c.	10	h.	6
d.	1	i.	7
e.	2	j.	8

2. a. Answers may include any four of the following:

   1. It organizes all the relevant facts about yourself into a single written presentation.
   2. It can be used for an introductory device.
   3. It can serve as a focus for an improvement for your personal interview.
   4. It can help you avoid overselling or underselling yourself.
   5. It provides employer with a visual reminder of what was covered verbally during the interview.

   b. Answers may include any four of the following:

   1. Can be mailed to a large number of potential employers
   2. Helpful when you go to interview
   3. Can be given to friends, acquaintances, and associates
   4. Can be given to school placement offices
   5. Can be used in answering newspaper and magazine advertisements

3. Answers may include any ten of the following:

Personal Data	Special Interests
Education	Hobbies
Work Experience	Skills
Military Experience	Offices Held
Extracurricular Activities	Social Organizations
Scholarships or Honors	Career Objectives
Major Studies and Grades	References

4.
a.	3	f.	2
b.	1	g.	2
c.	4	h.	1
d.	3	i.	1
e.	3	j.	4

5.
a.	T	i.	T
b.	F	j.	F
c.	F	k.	T
d.	F	l.	F
e.	T	m.	T
f.	F	n.	F
g.	T	o.	T
h.	F		

6. Evaluate to the satisfaction of the instructor.

7. Evaluate to the satisfaction of the instructor.

APPLYING FOR THE JOB--COVER LETTER
UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to identify the use, purposes, and importance of the cover letter. The student should be able to write an effective and acceptable cover letter. This knowledge will be evidenced by correctly performing the procedures outlined in the assignment sheets and by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Identify the use, purposes, and importance of the cover letter.
2. List effective ways to begin a cover letter.
3. List items contained in the middle paragraph.
4. Describe acceptable methods in ending a cover letter.
5. Identify important guidelines for the cover letter.
6. Write an effective cover letter.

APPLYING FOR THE JOB--COVER LETTER
UNIT III

SUGGESTED ACTIVITIES

I. Make transparency.

II. Provide students with objective sheet.

III. Provide students with information and assignment sheets.

IV. Discuss unit and specific objectives.

V. Discuss information and assignment sheets.

VI. Provide students with sample cover letters.

VII. Survey sample cover letters, explaining each paragraph.

VIII. Discuss important guidelines writing a cover letter.

IX. Have students compose and write a cover letter to accompany their own personal resume and prepare it for mailing to a hypothetical employer.

X. Give test.

XI. Reteach if necessary.

INSTRUCTIONAL MATERIALS

I. Included in the unit:

- A. Objective sheet
- B. Suggested activities
- C. Information sheet
- D. Transparency Master
  - 1. TM 1--Cover Letter
- E. Assignment Sheets
  - 1. Assignment Sheet #1--Write a Cover Letter
- F. Answers to assignment sheets
- G. Test

H. Answers to test

II. References

A. Berlye, Milton K. Your Career in the World of Work. Indianapolis, Indiana: Bobbs-Merill Education Publishing, 1981.

B. Kimbrell, Grady and Vineyard, Ben E. Succeeding in the World of Work. Bloomington, Illinois: McKnight Publishing Co., 1981.

C. Stant, Kirby. Job Hunting Secrets and Tactics. Chicago, Illinois: Follett/Westwind, 1977.

APPLYING FOR THE JOB--COVER LETTER
UNIT III

INFORMATION SHEET

I. Use, purposes, and importance of the cover letter

A. Is used in conjunction with the resume

(NOTE: A resume should never be mailed to a potential employer without a well-written cover letter.)

B. Serves several purposes

1. To convince a potential employer to read your resume.

(NOTE: Generally speaking, resumes are unenticing pieces of literature to read.)

2. To convince a potential employer to grant a job interview.

3. To convince a potential employer that you are the best person for the job.

4. To convince a potential employer that you have certain qualifications that can be valuable to him/her.

(NOTE: Convince the employer that you can improve his/her organization or make him/her money.)

C. Importance

(NOTE: the value of the cover letter should not be underestimated.)

1. It is the first step in a three-step procedure of letter, resume, and interview to the job.

2. Catches the "eye" of the prospective employer

(NOTE: A "Help Wanted" advertisement in the newspaper can bring one dozen to hundreds of letters and resumes in response. The advertiser usually will not read every letter. He/She glances through them, keeps a few letters, and tosses the others in the watepaper basket. He/She reads more carefully those letters kept and selects those to be granted an interview.

Only the more promising letters can survive this keen competition; the trite apologetic or wordy letter is read hastily, if at all.)

II. Brief in length

A. The cover letter must be brief, containing not more that three or four paragraphs.

B. An attention-getting opening statement indicating why the applicant's training, education, or experience might be profitable to the prospective employer.

C. An interest-heightening short paragraph amplifying the opening statement or stressing other qualifications that might appeal to the reader

D. A reference indicating that complete details about the applicant can be found on the enclosed resume.

E. A request for an interview with suggested procedures that would make the request easy to grant

III. Opening paragraph

A. Probably the most difficult to prepare

1. Many people are afraid of seeing a blank sheet of paper

B. Summarize--One of the simplest beginnings, and one of the most effective, is the "summary". This type of opening immediately places before the prospective employer the experience and training that he sould find appealing. This is letting him know that, "I will save you money and time because I will need only a minimum of training.".

C. Study your resume and the information about the job.

D. Extract from the resume the statement that is most meaningful in terms of the job you seek; then use it for your opening statement.

Example: Two years of auto mechanics in Delta Vocational School plus two summers of work with the Trumann Garage should qualify me for the auto mechanic position you advertised in today's Sun.

E. "Slanted question" opening

1. Ask the reader a challenging question. This forces him to think in terms of your most favorable qualities.

2. If the opening is quite abrupt, it can be quite effective in directing the reader's thinking.

3. Writer must be absolutely certain that the qualifications of the writer present a superior answer to the question he raises, or else the letter accomplishes nothing.

   Example: Can your secretary take dictation at the rate of 120 words a minute? I can--without errors and messy corrections.

F. "Name dropping" opening

1. Mention the name of a friend, relative, associate, or customer of prospective employer.

2. Obtain permission from the person before using his or her name.

3. Make certain that the person whose name you are using is truly held in high esteem by the person to whom you are writing.

   Example: Mrs. C. Jones of your electronics division has informed me that you will soon need another repairperson. My two years of extensive classroom and on-the-job experience at Delta Vocational School should qualify me for this position.

IV. Middle paragraph

A. Should present details which verify and amplify the qualities you have featrued in the first paragraph

B. If you point out experiences, mention both the type of experience and the employer

C. If you emphasize your training in the first paragraph, explain the specific courses and name the school

D. Mention exact names, places, and time to provide evidence that your original claim is based on a solid foundation of fact

E. Be sure to mention that complete details can be found in the enclosed resume

V. Closing paragraph

A. Request an interview--Make it easy for the employer to grant your request. Do not "beat around the bush", be forthright and ask for the interview.

Example: May I be granted an interview at your convinence so that I can answer your questions and present more substantiating evidence of my work qualifications? I may be reached at 444-1212 between 8 am and 3 pm each day.

(NOTE: You could also send a stamped-self-addressed postcard with space for date and time if you are hard to reach.)

B. Corresponding with a prospective employer who might be at a considerabel distance, you have to relieve the potential employer of the responsibility of asking you to travel a long distance.

1. Suggest a date and time when you will be in the employer's community and ask if you could see him at that time. Although you will be making the trip for no purpose other than to see him, you do not place him under any undesirable obligation.

2. Request the prospective employer to inform you of a time when either he or one of his representatives will be in your vicinity, then you can meet him at that time.

3. If neither of the closing statements is appropriate for your situation, you can only leave the next move to him by closing with: "I hope you find my qualifications worthy of your positive consideration."

VI. Important guidelines for cover letters

A. The skillful use of English will be helpful in making sure the letter is read.

B. A letter lacking proper English indicates that the writer is less than competent at best.

C. Correct English includes the proper use of grammar, correct spelling and punctuation, and the ability to present one's thoughts in exact, concise statements.

D. When possible, address your letter to a specific person by name.

E. Letter should reflect your individuality, but avoid appearing to be too aggressive, over-bearing, familiar, "cute", or "humorous". Remember you are writing a stranger about a matter that is serious to both parties.

F. You must forget your hopes, desires, and dislikes; demonstrate to the reader your personal qualities, education, or experience that will make you a valuable employee.

G. If you are a graduated student, attempt to sell abilities you possess. Stress education both in your resume and in the cover letter.

1. Indicate the courses completed that are related to the work for which you are applying.

2. Indicate grades received that were acceptable.

3. Indicate extracurricular activities that particularly qualify you.

4. Indicate related work done while at school and during vacation.

5. Indicate offices held or any honors recieved.

H. It must be brief but skillfully prepared.

I. It must always be concerned with the potential needs of the employer, not the writer's own needs.

J. Do not use the cover letter to "explain away" anything.

K. Ask yourself the question, "How can I make this letter accomplish my purpose?" or "What techniques can I use in this letter to convince the potential employer to consider me favorably?"

L. It should not contain over three or four paragraphs

M. Study your resume before writing the letter

N. It must have a good opening which attracts attention

O. Be sure to call attention to the resume.

P. It must be neat, clear and typed properly.

Q. Correct spelling is critical.

R. It must avoid explaining handicaps or undesirable personal circumstances.

S. It should not use phrases such as "How badly I need work"; "How much I dislike my present job."

T. It should not forget to ask for an interview.

RR #4, Box 111
Central, AR 72940
May 2, 1983

Mr. Will Stanfield, Manager
First National Bank
714 Pine Street
Jonesboro, AR 72401

Dear Mr. Stanfield:

My instructor at Delta Vocational Technical School, Mrs. J. Jones, told me that you plan to hire a young person as a bank trainee. I would like to apply for this position.

On May 17, I will graduate from Delta Vocational Technical School. As you will see on the attached resume, I have taken several classes in business education which should prove helpful on this job. I am willing, too, to continue my education by attending night school if that will be helpful in my work.

Several months ago, I was with a group which toured your bank; and I feel that it would be a very interesting place to work. My career goal is to work up to the management level in banking.

May I have an interview? You may reach me any day after 3 p.m. at 846-6409.

Very truly yours,

John J. Student

APPLYING FOR THE JOB--COVER LETTER
UNIT III

ASSIGNMENT SHEET #1--WRITE A COVER LETTER

Directions: The following advertisement appeared in the Morning Tribune:

Tribune:

The XX company is expanding into the _____ area. Personnel will be hired to fill positions in the following fields:

General Office	Solar Energy
Bookkeeping	Industrial Maintenance
Receptionist	Welding
Secretarial	Appliance Repair
Auto Mechanics	Auto Body Repair
Diesel Mechanics	Licensed Practical Nurse

Please submit resume to Mr. E.E. Smith, Personnel Director, XX Company, 000 Industrial Park, Chicago, Il 72365.

Follow the instructions given in the advertisement and write a letter applying for one of the listed positions. Submit your completed letter to your instructor.

APPLYING FOR THE JOB--COVER LETTER
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET #1

Evaluate to the satisfaction of the instructor.

APPLYING FOR THE JOB--COVER LETTER
UNIT III

TEST

1. Identify the use, purposes, and importance of the cover letter in the space provided.

   a. Use:

   b. Purposes:

   c. Importance:

2. List three effective ways to begin a cover letter.

   a.

   b.

   c.

3. List three items contained in the middle paragraph.

   a.

   b.

   c.

4. Describe acceptable methods in ending a cover letter.

5. Identify important guidelines for the cover letter. Write a T if the statement is true, and F if the statement is false.

___ a. A good cover letter will always get you the job.

___ b. Proper English is a must in writing a cover letter.

___ c. A good cover letter can help get you a job interview; a sloppy one can must about guarantee that you won't get one.

___ d. A letter lacking proper English indicates that the writer is less than competent at best.

___ e. When possible, address your letter to a specific person by name.

___ f. Correct English includes only correct spelling and punctuaion.

___ g. The cover letter should contain about 3 or 4 paragraphs.

___ h. A "humorous" letter is best for getting the interview.

___ i. Studying your resume can help you write the letter.

___ j. Don't ask for an interview in the letter.

___ k. If you have health problems or if you really need the job, this should be highlighted in your letter.

___ l. The opening of the letter is very important.

___ m. The opening qaragraph is usually the hardest to write.

___ n. You should be concerned with your needs, not the employer's.

___ o. Letter should be brief, but yet skillfully prepared.

___ p. You should not call attention to your resume since it is included.

___ q. The letter should convince the potential employer that you are the best person for the job.

___ r. You should not send a letter if you are mailing your resume to a local firm

___ s. You should explain when and where you can be conta:ted.

___ t. A good cover letter can open the door for the interview.

6. Write an effective cover letter.

(NOTE: Test question 6 is an assignment sheet. It is an important part of this test. If it has not been completed, check with your instructor.)

APPLYING FOR THE JOB--COVER LETTER
UNIT III

ANSWERS TO TEST

1. Evaluate to the satisfaction of the instructor.

2. a. summary

   b. slanted question

   c. name dropping

3. Answers may include any three of the following:

   a. education

   b. experience

   c. training

   d. call attention to resume

   e. mention exact names, places and times to provide evidence

4. Evaluate to the satisfaction of the instructor.

5.

a. F	b. T
c. T	d. T
e. T	f. F
g. F	h. F
i. T	j. F
k. F	l. T
m. T	n. F
o. T	p. F
q. T	r. F
s. T	t. T

6. Evaluate to the satisfaction of the instructor.

APPLYING FOR THE JOB--JOB APPLICATION FORM
UNIT IV

UNIT OBJECTIVE

After completion of this unit, the student should be able to recognize the functions and importance of job application forms in the job-hiring process. The student should be able to complete job application forms correctly. This knowledge will be evidenced by correctly performing the procedures outlined in the assignment sheets and by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Match terms associated with job application forms with their definitions.
2. Recognize the functions of the job application form.
3. List reasons supporting the importance of correctly completing the job application form.
4. Demonstrate skills in following written instructions.
5. Identify important guidelines for completing job application forms.
6. Complete job application forms correctly.

APPLYING FOR THE JOB--JOB APPLICATION FORM
UNIT IV

SUGGESTED ACTIVITIES

I. Make transparencies.

II. Provide students with objective sheet.

III. Provide students with information and assignment sheets.

IV. Discuss unit and specific objectives.

V. Discuss information and assignment sheets.

VI. Provide students with samples of correctly completed job application forms.

VII. Discuss each block and section of completed application form.

VIII. Provide students with blank job application forms.

IX. Discuss each block and section of blank application form (Transparencies #1 through #9).

X. Have students complete job application form, using personal data compiled in notebooks during activities in Unit II (Resumé).

XI. Invite guest speaker from industry or business personnel office.

XII. Give test.

XIII. Reteach if necessary

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Correctly completed job application form

E. Blank job application forms

F. 3" x 5" spiral index card notebook (from Unit II)

G. Transparency masters

1. TM #1--Personal Information Section
2. TM #2--Education Section
3. TM #3--Work Experience Section
4. TM #4--Military Service Section
5. TM #5--Reference Section
6. TM #6--Reference Section
7. TM #7--Small Print and Signature Section
8. TM #8--Interviewer's Section
9. TM #9--Miscellaneous Questions

H. Assignment Sheets

1. Assignment Sheet #1--Complete Job Application Form

I. Answers to assignment sheet

J. Test

K. Answers to test

II. Berlye, Milton K. Your Career in the World of Work. Indianapolis, Indiana: Bobbs-Merrill Educational Publishing, 1981.

Stanat, Kirby Job Hunting Secrets and Tactics. Chicago, Illinois: Follett/Westwind, 1977.

APPLYING FOR THE JOB--JOB APPLICATION FORM
UNIT IV

INFORMATION SHEET

I. Terms and definitions

A. Alien--A foreign-born resident who has not been naturalized and is still a subject or citizen of a foreign country

B. Applicable--Pertaining to; relating to

C. Applicant--person applying for a job

D. Availability--Date you can begin work

E. Characteristics--Distinguishing traits concerning you

F. Clubs/Organizations--Reading club, FFA, etc.

G. Community activities--Things you do in your community

H. Convicted--Found and ruled guilty of breaking the law

I. Dependents--Persons who rely on you for their living

J. Employer--Company, business, industry, etc., for whom you work

K. Extracurricular activities--Things you do outside of scheduled classes

L. Experience--Knowledge, skill, or practice derived from direct observation of or participation in events

M. Felony--A serious crime--murder, robbery, assault, etc.

N. Former--Previous or past

O. Graduate--One who completes a course of study

P. Hobbies--Activities outside of work that you enjoy doing

Q. Impairment--A physical limitation

R. Interests--Things that you enjoy doing

S. Legible--Clear, readable writing or printing

T. Maiden name--A woman's name before marriage

U. Marital status--Married, single, divorced, etc.

V. Military service--Time spent in Army, Navy, Air Force, Marines, etc.

W. Misdemeanor--A crime less serious than an felony

X. Occupation--Refers to a particular field of work

Y. Perform--Accomplish; do

Z. Permanent address--An address where you can always be assured of receiving mail

AA. Personal--Refers to you individually

BB. Personnel--Employees of a company

CC. Physical--Medical check-up from doctor

DD. Phusical defects--Physical limitations

EE. Physical condition--State of health, such as excellent, good,etc.

FF. Position--Job you are seeking or are presently holding

GG. Present address--Where you are currently living

HH. Present employer--Whom you are working for now

II. Previous address--Where you lived before your present address

JJ. Previous employer--Whom you worked for in the past

KK. Professional activities--Activities associated with professional clubs/organizations

LL. References--Persons who will vouch for your abilities and character

MM. Related--Pertaining to the job or skill

NN. Salary--Payment for one's work

OO. Status--Position of an individual or group

PP. Special skills--Pertains to special training or schooling such as shorthand, front-end specialist, brake specialist, etc.

QQ. Spouse--Your husband or wife

RR. Supervisor--Person for whom you work directly

SS. Talents--Natural abilities such as painting, singing, etc.

TT. Zip code--Part of a complete address; last five numbers of address

II. Functions of job application form

A. Makes available to the potential employer all pertinent information that will help him to evaluate your capabilities and possible contributions as an employee

B. Serves as an extension of the interview

C. May be used as a process of elimination of applicants

III. Neatness

(NOTE: It is important to complete the job application form in a neat, orderly, and correct manner.)

A. Reflects you on paper

B. First impression formed by your potential employer

(NOTE: This impression is representative of you and your ability.)

C. Poorly completed form encourages negative opinions

(NOTE: A dirty, sloppy, or carelessly completed job application gives the prospective employer reason to assume that these negative qualities are characteristic of the applicant.)

D. May serve as the "tie-breaker"

(NOTE: If your qualifications are equal to those of other applicants, your application form may give you an advantage if it is more complete and more accurate.)

IV. Follow directions

A. Read form completely

(NOTE: The application should be surveyed and all fine print and instructions read and understood before beginning to complete the form.)

B. Failure may result in rejection

(NOTE: Many job applicants' forms, which indicate that directions weren't followed, are rejected by potential employers.)

C. Tells the employer your habits

(NOTE: Following written directions correctly indicates to a potential employer that you are the type of person who pays attention to details.)

V. Guidelines for listing personal data on job application form (See TM #1).

A. Use an ink pen and print or type unless instructed to do otherwise.

B. Enter dates by month, day, and year and only in that order.

Examples: June 28, 1958; 06/28/58; 06-28-58.

C. Leave space or put a hyphen between social security and telephone numbers.

Examples 431-53-2133; 431 58 2133; 358-9010; 358 9010.

D. Place a check mark in the maritial status blank.

Example: Married __X__

E. Enter N/A or draw line in any space which does not pertain to you.

Examples: Referred by __N/A;__ Referred by _____ .

F. Leave no blank spaces.

VI. Guidelines for listing education (See TM#2).

A. Give the complete names and locations of all schools and colleges you attended.

Examples: Central High School, Main Street, Harrisburg, AR 72411; Delta Vocational Technical SChool, Highway 63N, Marked Tree, AR 72365.

B. Enter N/A or draw a line in any space which does not apply to you.

Examples: College None; Major N/A; College None; Major ---.

C. List dates of month and year you entered schools and month and year you left school.

Example: From: June, 1982 To: June, 1983; From: 05,82 To: 06,83.

D. Subject studies--If limited space is provided, do not try to cram many subjects into a small space. Better to list general or required subjects or see resume'.

Example: Gen HS Subs; Reg HS Subs; "See Attached Resume'."

E. If space is provied for listing of any other training or courses you have taken, list them.

F. Leave no blank spaces.

VII. Guidelines for listing work experience (See TM #3).

A. Very important section.

B. Follow directions very carefully.

C. Examine the blanks before beginning.

D. If you cannot remember the exact date you began and left a job and have exhausted all means of obtaining this information make an honest guess.

E. Use your notebook.

F. Use the same style when you list the dates.

Example:	From: June, 1975	From: 6/75	From: 6-75
	To: July, 1976	To: 7/76	To: 7-76

G. Leave no blank spaces.

VIII. Guidelines for listing military experience (See TM#4).

A. Try to relate duties you performed in military to the civilian job for which you are applying.

Example: If you are applying for a job which requires you to supervise other employees, answer as duties such as squad leader of infantry platoon. Supervised approximately 16 persons in deploying squad tactics.

B. List all awards and honors received.

C. List any training you received which will help you in your civilian job.

D. Leave no blank space.

X. Guidelines for completing preferences, reading small print, answering miscellaneous questions and surveying interviewer's section.

A. If you are asked questions pertaining to your preferences, be sure you understand the questions.

B. Use caution on answering these questions and follow the directions. (See TM#6--Preferences.)

Example:

1. I am available for (check one only)
___Part-time
___Full time
If part-time, indicate maximum hours per week _____, and enter hours available to block to right.

Hours Available for Work

Sun_____To_____
Mon_____To_____
Tues_____To_____
Wed_____To_____
Thurs_____To_____
Fri_____To_____
Sat_____To_____

(NOTE: Many applicants will list hours available after checking full time block.)

C. Miscellaneous Questions--Many of these questions may not have to be answered according to the law; however, if you fail to answer them it may put you at a disadvantage. Use personal discretion. If you answer these questions, be honest in your answers. (See TM#7)

D. Small Print & Signature--(See TM #8)

1. Be sure to read and understand what you are signing.

2. Do not forget to write the appropriate date and sign the form. Do not print your name. Sign it!

E. Interviewer's Comments--(See TM #9)

1. Section for interviewer's comments concerning his/her opinion of you after the job

2. Reference requests mailed and completed

3. Proof of birth

4. Date tested

5. Physical exam information

XI. Guidelines for completing the job application form

A. Carry the information you have prepared in advance in your notebook and use it.

B. Print neatly in ink unless directed otherwise (black ink is best).

C. Do not take shortcuts. List the information as it is requested.

D. Pay close attention to spelling. If you are not sure of the spelling of a word; substitute a word you do know or eliminate the word by rewording your answer.

E. Answer all questions. If a question does not apply to you, indicate by writing N/A or drawing a line throughthe space. Do not leave blank spaces.

F. Do not give vague answers. Give the exact, complete information as it is requested.

G. If you have the choice of taking the application form home and completing it or filling it out on the spot, take it home; you will do a better job.

H. It is better to say nothing than to volunteer information that is irrelevant or might be damaging to you.

I. Read all directions carefully before you begin filling out the application.

J. Be neat and careful in filling out the form.

K. Be honest in your answers.

L. Avoid erasing if possible.

M. Keep printing inside the space provided.

N. When you place your last name first, insert a comma after that name.

O. Use either month, day, year or day, month, year when writing dates.

P. List telephone area code in parentheses.

Q. Give complete address of schools or colleges.

R. If you have no work experience, write "Will discuss at interview."

S. If you are asked to list only the name and address of past employers, do not list the name of your boss or employer. List the name of the store, company, or business that employed you.

T. Sude ZIP Code.

PERSONAL DATA

PERSONAL INFORMATION

Date

Social Security Number

Name

Last First Middle

Age Sex

Present Address

Street City State Zip

permanent Address

Street City State Zip

Phone No.

Own Home Rent Board

*See note
Date of birth

Height Weight

Color of Hair

Color of Eyes

Married Single Widowed Divorced Separated

No. of children

Dependents other than wife or children

Citizen of U. S. A. Yes No

If related to anyone in our employ, state name & department

Referred by

Last First

*NOTE

PRESENT LAWS MAKE IT IMPROPER FOR AN EMPLOYER TO ASK CERTAIN TYPES OF PERSONAL QUESTIONS, SUCH AS:

YOUR AGE

YOUR RACE OR RELIGION

YOUR MARITAL STATUS

YOU HAVE A LEGAL RIGHT NOT TO ANSWER THOSE QUESTIONS BOTH ON AN APPLICATION AND IN THE INTERVIEW.

REFUSING TO ANSWER, HOWEVER, MAY PUT YOU AT A DISADVANTAGE IN SPITE OF THE LAW. YOU WILL HAVE TO DECIDE HOW TO HANDLE THIS BY YOURSELF.

BEST COPY AVAILABLE

EDUCATION

V. EDUCATION	Name and Location of School or College	Circle Highest Year Completed	Dates Attended FROM MO.	Dates Attended TO MO.-YR.	Subjects Studied
[illegible]		9 10 11 12			
[illegible]		1 2 3 4			
Graduate School		1 2 3 4			Degree: Grade Avg.
Trade, Business or Correspondence School		How Long?			

List any other training you have had

Extracurricular Activities in School

AN EQUAL OPPORTUNITY EMPLOYER

BEST COPY AVAILABLE

WORK EXPERIENCE

LIST BELOW YOUR FOUR MOST RECENT EMPLOYERS, BEGINNING WITH THE CURRENT OR MOST RECENT ONE. IF YOU HAVE HAD LESS THAN FOUR EMPLOYERS, USE THE REMAINING SPACES FOR PERSONAL REFERENCES. IF YOU WERE EMPLOYED UNDER A MAIDEN OR OTHER NAME, PLEASE ENTER THAT NAME IN THE RIGHT HAND MARGIN. IF APPLICABLE, ENTER SERVICE IN THE ARMED FORCES ON THE REVERSE SIDE

	NAMES AND ADDRESSES OF FORMER EMPLOYERS, BEGINNING WITH THE CURRENT OR MOST RECENT	Nature of Employer's Business	Name of your Supervisor	What kind of work did you do?	Starting Date	Starting Pay	Date of Leaving	Pay at Leaving	Why did you leave? Give details
	NOTE State reason for and length of inactivity between present application date and last employer								
1	Name Address Tel. No. City State Zip Code				Month Year	Per Week	Month Year	Per Week	
	NOTE State reason for and length of inactivity between last employer and second last employer								
2	Name Address Tel. No. City State Zip Code				Month Year	Per Week	Month Year	Per Week	
	NOTE State reason for and length of inactivity between second last employer and third last employer								
3	Name Address Tel. No. City State Zip Code				Month Year	Per Week	Month Year	Per Week	
	NOTE State reason for and length of inactivity between third last employer and fourth last employer								
4	Name Address Tel. No. City State Zip Code				Month Year	Per Week	Month Year	Per Week	

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MILITARY EXPERIENCE

VI. ARMED FORCES		
Duties	Type of Discharge	
	Length of Service From To	
Awards/Training Received		
Are you a member of a reserve group ☐ Yes ☐ No	Will you be required to spend any time on active duty each year ☐ Yes ☐ No	If so, how long

TM-4

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REFERENCES

REFERENCES: Give below the names of three persons not related to you, whom you have known at least one year.

	Name	Address	Business	Years Acquanited
1				
2				
3				

PREFEPENCES

I am interested in the type of work I have checked

Sales _____ Office _____ Mechanical _____ Warehouse _____ Other (Specify) _____

Or the following specific Job _____

I am seeking (check only one):

☐ Temporary
☐ Permanent
Employment

If temporary, indicate dates available _____.

I am available for (check only one):

☐ Part-Time
☐ Full-Time
Work

If part-time, indicate maximum hours per week _____, and enter hours available in block to the right.

HOURS AVAILABLE FOR WORK	
Sun	To
Mon	To
Tues	To
Wed	To
Thurs	To
Fri	To
Sat	To

(SEE REVERSE SIDE)

Have you been convicted during the past seven years of a serious crime involving a person's life or property?

NO ☐ YES ☐ If yes, explain _____

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Position applied for		Minimum salary requirement
Who referred you to our company?		
Have you ever worked for this company before ☐ Yes ☐ No	Where	When
Have you ever applied for this company before ☐ Yes ☐ No	Where	When
Date you will be available, If your application for employment is accepted		
Would you accept employment in another city ☐ Yes ☐ No	Preference	

VII. PERSONAL – SOCIAL

List any special personal interest you have (recreation, hobbies, offices, organizations other than those which indicate race, color or national origin)

[illegible] ever been convicted of a crime [illegible] When

[illegible] ☐ Yes ☐ No

[illegible] ☐ Yes ☐ No

APPLICANT'S STATEMENT: I certify that all statements made on this application for employment are true and correct to the best of my knowledge. I authorize Ryder System, Inc. and its representative to inquire of all former employers, or others who know me or know of me. I understand that any false information which I give may result in termination of my candidacy or my employment.

Date _____ Applicant's Signature _____

AN EQUAL OPPORTUNITY EMPLOYER

MISCELLANEOUS QUESTIONS

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SMALL PRINT - SIGNATURE

"I CERTIFY THAT THE FACTS CONTAINED IN THIS APPLICATION ARE TRUE AND COMPLETE TO THE BEST OF MY KNOWLEDGE AND UNDERSTAND THAT, IF EMPLOYED, FALSIFIED STATEMENTS ON THIS APPLICATION SHALL BE GROUNDS FOR DISMISSAL.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED HEREIN AND THE REFERENCES LISTED ABOVE TO GIVE YOU ANY AND ALL INFORMATION CONCERNING MY PREVIOUS EMPLOYMENT AND ANY PERTINENT INFORMATION THEY MAY HAVE, PERSONAL OR OTHERWISE, AND RELEASE ALL PARTIES FROM ALL LIABILITY FOR ANY DAMAGE THAT MAY RESULT FROM FURNISHING SAME TO YOU.

I UNDERSTAND AND AGREE THAT, IF HIRED, MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PRIOR NOTICE."

DATE _____ SIGNATURE _____

I certify that the information contained in this application is correct to the best of my knowledge and understand that any misstatement or omission of information is grounds for dismissal in accordance with Sears, Roebuck and Co. policy. I authorize the references listed above to give you any and all information concerning my previous employment and any pertinent information they may have, personal or otherwise, and release all parties from all liability for any damage that may result from furnishing same to you. In consideration of my employment, I agree to conform to the rules and regulations of Sears, Roebuck and Co., and my employment and compensation can be terminated with or without cause, and with or without notice, at any time, at the option of either the Company or myself. I understand that no unit manager or representative of Sears, Roebuck and Co. other than the President or Vice-President of the Company, has any authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the foregoing. In some states, the law requires that Sears have my written permission before obtaining consumer reports on me, and I hereby authorize Sears to obtain such reports.

Applicant's Signature _____

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TC 9

109

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INTERVIEWERS COMMENTS

NOT TO BE FILLED OUT BY APPLICANT

INTERVIEWER'S COMMENTS		Date of Emp.	
		Dept. or Div.	Regular ☐ Part-Time ☐
		Job Title	
		Job Title Code	Job Grade
		Compensation Arrangement	
Prospect for		Manager Approving	
1.	2.	Employe No.	Rack No.

Tested (Store will enter dates as required.)				Mailed	Completed
Physical examination scheduled for				REFERENCE REQUESTS	
Physical examination form completed				CONSUMER REPORT	
				With. Tax (W-4)	
				State With. Tax	
Review Card prepared		Minor's Work Permit			
Timecard prepared		Proof of Birth			
		Training Material Given to Employe			

Unit Name and Number _____

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APPLYING FOR THE JOB--JOB APPLICATION FORM
UNIT IV

ASSIGNMENT SHEET #1--COMPLETE APPLICATION FORM

Directions: Complete the job application form given you by your instructor. Use the personal data from the notebook you compiled during the assignments in Unit II, Applying for the Job--Resumes. You will be directed by your instructor as to the type of job for which you are to apply. After completing the form, submit it to your instructor.

APPLYING FOR THE JOB--JOB APPLICATION FORM
UNIT IV

ANSWERS TO ASSIGNMENT SHEET

Assignment Sheet #1

Evaluated to the satisfaction of the instructor. (Use guidelines.)

APPLYING FOR THE JOB--JOB APPLICATION FORM
UNIT IV

TEST

1. Match terms associated with job application forms with their definitions. Match the term on the right with their correct definition on the left. Write the correct number on the line by the correct definition.

___ a.	A person who will vouch for your abilities and character	1. Occupation
___ b.	One who completes a course of study	2. Salary
___ c.	Pertaining to; relating to	3. Reference
___ d.	Person applying for a job	4. Legible
___ e.	Employees of a company	5. Status
___ f.	Physical Limitations	6. Personnel
___ g.	Person for whom you work directly	7. Personal
___ h.	Distinguishing traits concerning you	8. Dependent
___ i.	A serious crime	9. Former
___ j.	Person who relies on you for his/her living	10. Graduate
___ k.	Payment for one's work	11. Applicant
___ l.	Pertaining to the job or skill	12. Position
___ m.	Skill derived from participation in event	13. Experience
___ n.	Job you are seeking or are presently holding	14. Characteristics
___ o.	Things you enjoy doing	15. Experience
___ p.	Previous or past	16. Spouse
___ q.	Position of an individual or group	17. Availability
		18. Convicted
		19. Felony
		20. Supervisor

___ r. Date you can begin work

___ s. Your husband or wife

___ t. Company for which you work

___ u. Clear, readable writing/printing

___ w. Refers to you individually

___ x. Found and ruled guilty of breaking the law

___ y. Refers to a particular field of work

21. Applicable

22. Military service

23. Employer

24. Physical defects

25. Interests

2. Recognize the functions of the job application form. Explain the functions of a job application form and list 3 reasons it is important to complete it correctly.

   a.

   b.

   c.

3. List the reasons supporting the importance of correctly completing the job application form.

   a.

   b.

   c.

   d.

4. Demonstrate skills in following written instructions. Read the following statements and do the work that you are asked to do. Read them all very carefully before you start to do anything. This is a test to see if you can read and follow directions. Do not erase or cross out any answers.

   a. Print your name in the upper right hand corner of this page.

   b. Write the date for yesterday directly beneath your name.

   c. Underline the word(s) spelled correctly; fish, dog, cowe, pig

   d. If you purchased an item for 59¢ and you gave the clerk a dollar bill and four pennies, what is the least number of coins you should receive in change?_____

   e. Do only what you were instructed to do in question a. The other statements should be ignored.

5. Identify important guidelines for completing job application forms. Write a T in the space provided if the statement is true or an F if it is false.

   ___ a. In some cases, it is proper to fill out a job application with a pencil.

___ b. When filling out a job application form, it is not necessary to read the small print.

___ c. You should not list such minor part-time jobs such as baby-sitting, farm work, summer jobs, etc., on your job application form.

___ d. Completing the job application form neatly and completely can give you an advantage.

___ e. If you do not remember a reference's address, it is acceptable to indicate by writing N/A.

___ f. N/A represents "Not Able".

___ g. An investment in an erasable pen might be to your advantage.

___ h. If an item does not apply to you, you should leave it blank.

___ i. Dates should always be listed in the day, month, and year order.

___ j. It may cost you points to forget to date and sign the form.

___ k. You must answer all the questions on the form.

___ l. You should never attach a resume' to a completed application form.

___ m. A perfectly filled out form will always get you the job.

___ n. The job application form places pertinent information about you in front of a potential employer.

___ o. Many times the application form is seen by the potential employer before you are.

___ p. The application form is a reflection of you on paper.

___ q. If the application form is sloppy, the prospective employer may think you are a neat person.

___ r. In most cases, you must list the exact day, month, and year you began work and the exact day, month, and year of leaving a job.

___ s. It is not necessary to separate numbers by a dash or a space.

___ t. Having a notebook with pertinent personal data with you at the time you are completing a job application form can be an asset.

6. Complete job application form correctly.
(NOTE: Test question #5 is Assignment Sheet #1. It is an important part of this test. If it has not been completed, check with your instructor.)

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APPLYING FOR THE JOB--JOB APPLICATION FORM
UNIT IV

ANSWERS TO TEST

1.
a. 3
b. 10
c. 21
d. 11
e. 6
f. 24
g. 20
h. 14
i. 19
j. 8
k. 2
l. 15
m. 13
n. 12
o. 25
p. 9
q. 5
r. 17
s. 16
t. 23
u. 4
v. 22
w. 7
x. 18
y. 1

2. Answers may vary in wording but they should include the following:

a. Makes available to the potential employer all pertinent information that will help him to evaluate your capabilities and possible contributions as an employee.

b. Serves as an extension of the interview.

c. May be used as a process of elimination of applicants.

3. Answers may vary in wording but should include the following:

a. It is a reflection of you on paper.

b. It forms the first impression of you and your ability for the potential employer.

c. A dirty, sloppy, or carelessly completed job application gives the prospective employer reason to assume that these negative qualities are characteristic of the applicant.

d. It may give you an advantage over other applicants with equal qualifications.

4. a. Name should be written in upper right hand corner of page.

b. Date should not be written on paper.

c. No words should be underlined.

d. No answer should be given.

e. Only the name should be written on paper.

5. a. T
   b. F
   c. F
   d. T
   e. F
   f. F
   g. T
   h. F
   i. F
   j. T
   k. F
   l. F
   m. F
   n. T
   o. T
   p. T
   q. F
   r. F
   s. F
   t. T

6. Evaluated to the satisfaction of instructor.

GETTING THE JOB--THE JOB INTERVIEW
UNIT V

UNIT OBJECTIVE

After completion of this unit, the student should be able to identify and apply positive job interview techniques. The student should demonstrate the skills necessary to successfully participate in a job interview. This knowledge will be evidenced by correctly performing the procedures outlined in the assignment sheets and by scoring 85 percent on the test.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Explain the purpose or function of a job interview.
2. List preparation steps and information needed before a job interview.
3. List pertinent information to request during the job interview.
4. Name negative factors frequently leading to rejection for employment.
5. List positive job interview techniques.
6. Itemize typical or possible job interview questions.
7. State "surprise" questions.
8. Name acceptable procedures in closing a job interview.
9. Demonstrate positive interview techniques.
10. Demonstrate skill in writing a thank-you letter.

GETTING THE JOB--THE JOB INTERVIEW
UNIT V

SUGGESTED ACTIVITIES

I. Make transparencies.

II. Provide students with objective sheet.

III. Provide students with information and assignment sheets.

IV. Provide students with Negative Factors Frequently Leading to Rejection sheet. (Handout #1)

V. Provide students with "Do's and Don'ts" sheet. (Handout #2)

VI. Provide students with Typical or Possible Interview Questions. (Handout #3)

VII. Provide students with Interviewer's Rating Sheet (Sample - Handout #4).

VIII. Discuss unit and specific objectives.

IX. Discuss information and assignment sheets.

X. Discuss transparency masters #1 and #2.

XI. Discuss negative factors leading to rejection. (Handout #1)

XII. Discuss "do's and don'ts." (Use Handout #2.)

XIII. Show filmstrip--"You and Your Job Interview".

XIV. Discuss handouts #4 and #3.

XV. Invite a representative from a company, business or industry to conduct mock job interviews with students.

XVI. Select and assign students to participate in mock interview.

XVII. Give test.

XVIII. Reteach if necessary.

INSTRUCTIONAL MATERIAL

I. Included in this unit:

A. Objective sheet

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B. Suggested activities

C. Information sheet

D. Transparency masters

1. TM #1--Putting It All Together--The Job Interview

2. TM #2--Preparing for the Job Interview

E. Handout sheets

1. Handout #1--Negative Factors Frequently Leading to Rejection

2. Handout #2--"Do's and Don'ts"

3. Handout #3--Typical or Possible Interview Questions

4. Handout #4--Thank you Letter

5. Handout #5--Interviewer's Rating Sheet (Sample)

*F. Filmstrip--"You and Your Job Interview"

G. Assignment sheets

1. Assignment Sheet #1--Preparing for the Job Interview

2. Assignment Sheet #2--Participate in Job Interview

3. Assignment Sheet #3--Write a Thank-You Letter

H. Answers to assignment sheets

I. Test

J. Answers to test

II. References

A. Barlow, Lawrence E. How to Sell Yourself--The Job Seeker's Bible. Lakeside, California: VCA Publications, 1981.

B. Berlye, Milton K. Your Career in the World of Work. Indianapolis, Indiana: Bobbs-Merrill Education Publications, 1981.

C. Nored, Arnold. APL Series: Coping in Today's Society--Occupational Knowledge Reading Book. New York: Harcourt Brace Jovanovich, Inc. 1980.

D. Stanat, Kirby W. Job Hunting Secrets and Tactics. Chicago, Illinois: Follett/Westwind, 1977.

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*Filmstrip/Cassette--"You and Your Job Interview", Part 2--The Interview (Four Segments), Guidance Associates, Communications Park, Box 300, White Plains, New York, 10602.

GETTING THE JOB--THE JOB INTERVIEW
UNIT V

INFORMATION SHEET

I. Purpose or function of the job interview

A. Provides an opportunity for a potential employer to observe or review the applicant's attitude, character traits, personality, capabilities and appearance.

B. Provides an opportunity for the applicant to obtain information about the duties associated with the job, the work environment, schedule and conditions, salary, company policy, and job requirements.

C. Provides, in many cases, an opportunity for the applicant to perceive the atmosphere of the future work environment by observing other workers while waiting for his/her interview.

D. Represents the climax or culminating activity associated with the job search.

E. Provides the employer and the applicant an opportunity to review and/or discover why it would be to their mutual benefit to work together.

F. Represents an opportunity for an applicant to "sell" herself/himself by demonstrating his/her capability to do the job and eagerness to work.

G. Provides an applicant the opportunity to identify what will be expected o fht employee who gets or "lands" the job.

II. Preparing for the job interview

A. Study your interests and qualifications; be prepared to give them briefly and clearly during the interview.

B. Know something about the firm. Learn about the firm; ask questions about the firm and the job sought.

C. Be neat, clean--hair combed, fingernails clean; wear well-pressed clothers; avoid gaudy jewelry and makeup.

D. Know the location of the firm and the exact time of the interview. Plan to arrive at interview ten or fifteen minutes ahead of appointment. Make time allowances for traffic, parking, etc.

E. Know the specific job you want.

F. Learn the interviewer's name and make sure uou can pronounce it correctly.

G. Put yourself in the interviewer's place. Ask yourself, "If I were the interviewer, what questions would I ask and what would I like to know about this applicant?"

H. If possible, practice or rehearse the interview. Get a friend, relative, or someone to interview you and ask you questions. Practice your eye contact, poise, etc. Don't try to memorize any answers to possible questions.

I. Carry a copy of your resume' with you.

J. Greet the secretary or receptionist in a friendly manner. Give secretary or receptionist your highest regard.

K. Relax while waiting to see the interviewer.

III. Information to request during job interview

A. Job duties

B. Rate of pay

C. Raises/Pay/Increases

*D. Fringe benefits--medical, dental, profit-sharing, etc.

E. Opportunity for advancement

F. On-the-job training

G. Work schedule

(*NOTE: Use caution. Don't ask right away about sick pay, days off, vacations, etc.)

IV. Introduction to interviewer

A. Eye contact

1. Look into the interviewer's eyes.

2. Denotes trust and a desire to communicate.

B. Handshakes

1. Male applicant to male interviewer

a. Extend your hand at the beginning and the end of the interview.

b. Make a firm handshake.

c. Wait until you are asked to be seated and use other appropriate courtesies.

2. Male applicant to female interviewer

a. Allow interviewer to initiate courtesies. If she extends her hand, a handshake is appropriate.

b. Wait until you are asked to be seated.

3. Female applicant to male interviewer

a. Extend your hand both before and after the interview if you desire.

b. Receive courtesies that are extended.

4. Female applicant to female interviewer

a. Always allow the female interviewer to control all aspects of courtesy.

b. Let her extend her hand for the handshake and allow her to offer you a seat.

c. If she indicates, you can pass through the door first. If not, let her pass through first.

d. Concluding handshake should be determined by the female interviewer.

5. If you have a physical handicap, be up front about it in order to put your interviewer at ease.

C. Posture

1. Sit up straight in the chair or toward the front edge of the seat.

2. Placing your hands in your lap and clasping them together avoids unconscious drumming of the fingers or sporadic hand movements. (Using hand gestures in conversation is acceptable.)

3. Keep both feet on the floor.

4. It is acceptable for females to cross their legs if it makes them more comfortable. Use good judgment in doing so.

V. Interview techniques during interview

A. Speaking loudly enough to be heard and being careful of pronunciation.

B. Being conscious of your facial expressions.

1. Smile from time to time.

2. Look alert.

3. Practice your expressions in front of a mirror before leaving home.

C. Having clean, fresh breath

1. Never chew gum or eat mints or candy during interview.

2. Refrain from smoking even if an offer is extended.

D. Using beginning information and time to advantage

1. In an effort to make you comfortable or "loosen" up , some light conversation may take place. Example: "Did you have any trouble finding us?" "How's the weather out there today?"

2. Acceptable responses to courtesy questions may be: "No, I drove by yesterday to assure I could find the company, so I had no problems today." "The weather is beautiful and I am glad to be here; but, to be honest with you, I am a little nervous."

E. Answering questions

1. Maintain eye contact.

2. Be honest and open.

3. Pause for a couple of seconds to organize your thoughts. Do not feel pressured to be instantaneous with your responses.

4. If asked to talk about yourself, limit it to no more than one minute. You can practice this in preparing for the interview.

5. Avoid answering questions with just a "yes" or "no" but do not ramble.

6. Using "Yes, sir," "No, sir," "Yes, ma'am," or "No, ma'am" shows respect; however, avoid over doing it. Use it a few times, but then a simple yes or no is sufficient.

7. Understand the question. If you do not understand the question, ask the interviewer to repeat it.

8. Act confident, even if you are not.

F. Answering surprise questions

1. Many interviewers favor this type of question.

2. There should not be many surprise questions if you have prepared for the interview. You should be ready for questions like:

a. What can I do for you?

b. Tell me about yourself.

c. Why are you interested in this company?

d. Where do you see yourself in five years?

G. Closing the interview

1. Be alert to signs from the interviewer that the session is nearly at an end.

2. Refrain from talking unnecessarily. You may talk yourself out of a job.

3. Sum up your interests briefly; say you are interested and stop.

4. Do not ask the interviewer if you have the job.

5. If the interviewer is vague about the hiring, ask him/her, "May I call you?"

6. Be sure to thank the interviewer for the time and consideration given you.

7. Smile and show as much confidence in leaving as you did in arriving.

8. If possible, seek out the secretary or receptionist and thank him/her.

9. Write a thank you letter.

VI. Writing a thank you letter. (Handout #5)

A. Demonstrates your consideration while reminding the interviewer that you are still interested.

(NOTE: One survey revealed that 95 percent of applicants <u>fail</u> to do this.)

B. Send immedfately after the interview.

C. Be brief, neat, and <u>sure</u> to spell the interviewer's name right.

D. Express appreciation to the interviewer for the time and interest shown.

E. Emphasizes that you DO want the job and that any comments and suggestions from the interviewer would be appreciated.

F. Sounds sincere--should not "lay it on" too heavy.

PUTTING IT ALL TOGETHER-- THE JOB INTERVIEW

The job interview is where it all comes together. The resume, cover letter and the job application form can bring you to this point in the job-hiring process. Just about everyone who gets hired to do a job will participate in a job interview--be it informal or formal. You are going to have to talk to someone before you are put to work. The job interview is a two-way communication process between an applicant and a prospective employer.

The job interview--

1. Represents an opportunity for an applicant to "sell" himself/herself by demonstrating his/her capability to do the job and eagerness to work.

2. Provides an opportunity for the applicant to obtain information about the duties associated with the job, the work environment, schedule and conditions, salary, company policy, and job requirements.

3. Provides, in many cases, the applicant an opportunity to perceive the atmosphere of the future work environment by observing other workers while waiting for his/her interview.

4. Provides an applicant the opportunity to identify what will be expected of the employee who gets or lands the job.

5. Provides an opportunity for a potential employer to observe or review the applicant's attitude, character traits, personality, capabilities, appearance, etc.

6. Provides the employer and the applicant an opportunity to review and/or discover why it would be to their mutual benefit to work together.

7. Represents the climax or culminating activity associated with the job search.

PREPARING FOR THE JOB INTERVIEW

The job interview is the most critical part of the job-hiring process. Careful preparation can be to your advantage in landing the job.

1. Know the exact time, date and location of the interview. Make allowances for travel, traffic, parking, emergencies, etc. Be on time!
2. Choose the clothes you are going to wear carefully. Be conservative.
3. Study your resume. Know your qualifications.
4. Think about the questions you may be asked. Practice at home; get a friend, relative, or someone to interview you and ask you questions you have selected. Practice on your poise, facial expressions, etc. CAUTION-- Don't try to memorize any answers to any questions.
5. Remember your personal appearance. If you need a haircut or style visit a hair dresser, do so the day before. Leave gaudy jewelry and make-up at home.
6. Write down a few questions you might like to ask the interviewer concerning the company or job.
7. Carry a copy of your resume' with you.
8. Remember personal hygiene. Take a bath. Be fresh and alert.
9. Know the interviewer's name, title and room number.
10. Know something about the company before the interview--its services, products, etc.

NEGATIVE FACTORS FREQUENTLY LEADING TO REJECTION

As reported by 153 companies surveyed by Frank S. Endicott, Northwestern University, the following negative factors evaluated during an interview and frequently leading to rejection of the applicant are:

1. Poor personal appearance
2. Overbearing; too aggresive; conceited; superiority complex; "know-it-all"
3. Inability to communicate clearly non-standard English usage
4. Lack of planning for career; no purpose or goals
5. Lack of interest and enthusiasm; passive (waits for things to happen); indifferent (uncaring)
6. Lack of confidence and poise; nervous; ill-at-ease
7. Failure to participate in activities
8. Overemphasis on money; interested only in best dollar offer
9. Poor school record; just got by
10. Unwilling to start at the bottom expects too much too soon
11. Makes excuses; evasiveness (avoids direct answers); hedges on (tries to avoid unfavorable factors; record
12. Lack of tact (sensitivity)
13. Lack of maturity
14. Lack of courtesy; ill-mannered
15. Talks against past employers
16. Lack of social understanding (etiquette)
17. Dislike of school work
18. Lack of energy
19. Poor eye contact
20. "Limp fish" handshake
21. Indecision
22. Indefinite response to questions
23. Unhappy married life
24. Unable to get along with parents
25. Sloppy application form
26. Merely shopping around
27. Wants a job only for a short time
28. Lacks a good sence of humor
29. Lack of knowledge about the work desired
30. Family makes applicant's decisions
31. No interest in company
32. Emphasis on whom he or she knows
33. Unwilling to go where sent
34. Cynical (sarcastic, negative attitude)
35. Low moral standards
36. Lazy
37. Intolerant; strong prejudice
38. Few interests
39. High-pressure type
40. No interest in community activities
41. Poor money management
42. Unable to accept criticism
43. No appreciation for the value of experience
44. Radical (very strange; extreme ideas
45. Late to the interview without a good reason
46. Never heard of the company
47. Failure to express appreciation for the interviewer's time
48. Asks no questions about the job

DO'S AND DON'TS FOR JOB INTERVIEW

1. DO--know the exact time, date and location of the job interview.
   DON'T--wait until the last moment to find out that the address for the interview is different from the company's address.

2. DO--be on time.
   DON'T--be late. If an emergency arises and you see that you are going to be late, notify the company.

3. DO--go alone.
   DON'T--ever take another person with you to an interview. This can show a lack of self-confidence.

4. DO--have a copy of your resume with you.
   DON'T--have to rely on your memory for recalling dates of prior employment, education, etc.

5. DO--be well groomed and appropriately dressed.
   DON'T--be untidy in appearance and very extreme styles. Be conservative.

6. DO--learn something about the organization to which you are applying. What are its functions and services?
   DON'T--try to fake your answer.

7. DO--have confidence in yourself and your abilities. Show it.
   DON'T--express doubts as to your ability.

8. DO--be friendly to the secretary or receptionist.
   DON'T--ignore them or disregard them.

9. DO--introduce yourself clearly and distinctly.
   DON'T--mumble your name.

10. DO--try to be natural.
    DON'T--try too hard to make an impression.

11. DO--sit or stand correctly and at ease.
    DON'T--slouch or slump down in your chair.

12. DO--answer questions clearly with yes or no and add a statement if necessary to make your reply complete.
    DON'T--use slang such as: "uh'huh," "you know," "and stuff like that," and "yeah."

13. DO--tell the truth.
    DON'T--misrepresent any facts.

14. DO--remember that you must convince your prospective employer that you are the best person to hire.
    DON'T--plead that you need work.

15. DO--talk about things you can do.
DON'T--talk about things you cannot do.

16. DO--maintain eye contact with the interviewer.
DON'T--stare at the ceiling, floor or your hands while you are talking.

17. DO--tell specifically what skills and experiences you have, including training, that would make you valuable to the employer.
DON'T--make claims if you cannot deliver on the job.

18. DO--indicate where possible your stability, attendance record, and good safety experience.
DON'T--discuss past experience which has no application to the job.

19. DO--refrain from smoking even if offered the opportunity.
DON'T--chew gum, mints, candy, etc.

20. DO--listen carefully.
DON'T--read things into questions.

21. DO--think before answering a question.
DON'T--answer instantaneously.

22. DO--smile from time to time.
DON'T--be rigid and frowning.

23. DO--ask pertinent questions.
DON'T--ask questions not pertaining to job or company.

24. DO--try to sense when the interview is coming to an end.
DON'T--keep talking and talk yourself out of the job.

25. DO--let the interviewer set the tone for closing the interview.
DON'T--rush anything.

26. DO--act confident, even if you aren't.
DON'T--act too shy or use nervous gestures.

27. DO--use proper grammar.
DON'T--mispronounce words and use slang.

28. DO--thank the interviewer for his/her time and consideration.
DON'T--leave in panic.

29. DO--thank the secretary or receptionist before you leave, if possible.
DON'T--walk past them with your head down.

30. DO--note everything you want to be sure to remember on paper immediately after you leave the interviewer.
DON'T--take notes during the interview. Some interviewers find this distracting.

31. DO--smile and show as much confidence in leaving as you did in arriving.
DON'T--forget to ask the interviewer if you may contact him/her at a later date if you are not told when you may expect to hear from them.

32. DO--follow up by sending a thank-you letter.
DON'T--think that because you do not obtain a job after several attempts that you are a failure.

TYPICAL OR POSSIBLE INTERVIEW QUESTIONS

1. TELL ME SOMETHING ABOUT YOURSELF.
2. WHY DID YOU CHOOSE TO APPLY AT OUR COMPANY?
3. WHY SHOULD I HIRE YOU?
4. WHAT ARE YOUR FUTURE EDUCATIONAL PLANS?
5. IN WHAT SCHOOL ACTIVITIES HAVE YOU PARTICIPATED? WHY? WHICH DID YOU ENJOY THE MOST?
6. IN WHAT TYPE OF POSITION ARE YOU MOST INTERESTED?
7. WHY DO YOU THINK YOU MIGHT LIKE TO WORK FOR OUR COMPANY?
8. WHAT JOBS HAVE YOU HELD? HOW WERE THEY OBTAINED AND WHY DID YOU LEAVE?
9. WHAT COURSES IN SCHOOL OR TRAINING DID YOU LIKE BEST? LEAST? WHY?
10. WHY DID YOU CHOOSE YOUR PARTICULAR FIELD OF WORK?
11. DO YOU FEEL THAT YOU HAVE RECEIVED A GOOD GENERAL TRAINING?
12. WHAT SPECIAL QUALIFICATIONS DO YOU HAVE THAT MAKE YOU FEEL THAT YOU WILL BE SUCCESSFUL IN YOUR FIELD?
13. WHAT EXTRACURRICULAR OFFICES HAVE YOU HELD?
14. WHAT ARE YOUR IDEAS ON SALARY?
15. HOW MUCH MONEY DO YOU HOPE TO EARN AT AGE 30? 35?
16. DO YOU THINK THAT YOUR EXTRACURRICULAR ACTIVITIES WERE WORTH THE TIME YOU DEVOTED TO THEM? WHY?
17. WHAT DO YOU THINK DETERMINES A PERSON'S PROGRESS IN A GOOD COMPANY?
18. WHAT PERSONAL CHARACTERISTICS ARE NECESSARY FOR SUCCESS IN YOUR CHOSEN FIELD?
19. WHY DO YOU THINK YOU WOULD LIKE THIS PARTICULAR TYPE OF JOB?
20. DO YOU PREFER WORKING WITH OTHERS OR BY YOURSELF?
21. WHAT KIND OF BOSS DO YOU PREFER?
22. ARE YOU PRIMARILY INTERESTED IN MAKING MONEY OR DO YOU FEEL THAT SERVICE TO HUMANITY IS YOUR PRIME CONCERN?
23. CAN YOU TAKE INSTRUCTIONS WITHOUT FEELING UPSET?
24. TELL ME A STORY!
25. HOW DID PREVIOUS EMPLOYERS TREAT YOU?
26. WHAT HAVE YOU LEARNED FROM SOME OF THE JOBS YOU HAVE HELD?
27. CAN YOU GET RECOMMENDATIONS FROM PREVIOUS EMPLOYERS?
28. WHAT INTERESTS YOU ABOUT OUR PRODUCT OR SERVICE?
29. WHAT DO YOU KNOW ABOUT OPPORTUNITIES IN THE FIELD IN WHICH YOU ARE TRAINED?
30. DO YOU LIKE ROUTINE WORK?

31. DO YOU LIKE REGULAR HOURS?
32. WHAT SIZE CITY DO YOU PREFER?
33. WHAT IS YOUR GREATEST STRENGTH?
34. WHAT IS YOUR MAJOR WEAKNESS?
35. DEFINE COOPERATION!
36. DO YOU DEMAND ATTENTION?
37. ARE YOU EAGER TO PLEASE?
38. WHAT TYPES OF BOOKS HAVE YOU READ?
39. WHAT TYPES OF PEOPLE SEEM TO RUB YOU THE WRONG WAY?
40. WHAT JOBS HAVE YOU ENJOYED THE MOST? THE LEAST? WHY?
41. WHAT ARE YOUR OWN SPECIAL ABILITIES?
42. WHAT JOB IN OUR COMPANY DO YOU WANT TO WORK TOWARD?
43. WOULD YOU PREFER A LARGE OR SMALL COMPANY? WHY?
44. DO YOU LIKE TO TRAVEL?
45. HOW ABOUT OVERTIME WORK?
46. WHAT KIND OF WORK INTEREST YOU?
47. WHAT ARE THE DISADVANTAGES OF YOUR CHOSEN FIELD?
48. WHAT HAVE YOU DONE WHICH SHOWS INITIATIVE AND WILLINGNESS TO WORK?
49. WHAT ARE YOUR LONG-RANGE CAREER OBJECTIVES?
50. HOW DO YOU PLAN TO ACHIEVE YOUR CAREER GOALS?
51. WHAT DO YOU REALLY WANT TO DO IN LIFE?
52. WHY DID YOU CHOOSE THE CAREER FOR WHICH YOU ARE PREPARING?
53. WHAT ARE THE ADVANTAGES AND DISADVANTAGES OF YOUR CHOSEN CAREER?
54. WHAT ARE YOUR SHORT-RANGE PLANS?
55. TELL ME A STORY ABOUT YOURSELF.
56. HOW WOULD A CLOSE FRIEND DESCRIBE YOU?
57. DESCRIBE YOUR MOST REWARDING EXPERIENCE.
58. WHAT QUALITIES SHOULD A SUCCESSFUL MANAGER POSSESS?
59. DESCRIBE THE RELATIONSHIP THAT SHOULD EXIST BETWEEN A SUPERVISOR AND SUBORDINATES?
60. IF YOU WERE HIRING A PERSON FOR THIS JOB, WHAT QUALITIES WOULD YOU LOOK FOR?
61. DO YOU FEEL YOU HAVE DONE THE BEST SCHOOL WORK OF WHICH YOU ARE CAPABLE?
62. HAVE YOU EVER HAD DIFFICULTY GETTING ALONG WITH FELLOW STUDENTS AND TEACHERS?
63. DO YOU ENJOY SPORTS?
64. IF MARRIED, HOW OFTEN DO YOU ENTERTAIN AT HOME?

65. HAVE YOU EVER HAD ANY SERIOUS ILLNESS OR INJURY?
66. DO YOU HAVE ANY DEBTS?
67. HOW DO YOU SPEND YOUR SPARE TIME? WHAT ARE YOUR HOBBIES?
68. WHAT DO YOU KNOW ABOUT OUR COMPANY?
69. HOW DO YOU FEEL ABOUT YOUR FAMILY?
70. DO YOU DATE ANYONE REGULARLY? IS IT SERIOUS?
71. WHAT ARE YOUR PARENTS' OCCUPATIONS?
72. TELL ME ABOUT YOUR HOME LIFE DURING THE TIME YOU WERE GROWING UP?
73. WHAT KIND OF RELATIONSHIP DO YOU HAVE WITH YOUR PARENTS?
74. DO YOU LIVE WITH YOUR PARENTS? WHICH OF YOUR PARENTS HAS HAD THE MOST PROFOUND INFLUENCE ON YOU.
75. WHAT DO YOU LOOK FOR IN A JOB?
76. WHAT DO YOU THINK MAKES A PERSON SUCCESSFUL IN A JOB?
77. WHERE DO YOU SEE YOURSELF FIVE YEARS FROM NOW?
78. IS MONEY YOUR MAIN CONCERN FOR HOLDING A JOB?
79. HOW DO YOU FEEL ABOUT TAKING ORDERS?
80. ARE YOU WILLING TO RELOCATE?
81. HOW IMPORTANT IS COOPERATION TO YOU?
82. ARE YOU OPEN MINDED?
83. DO YOU FEEL THAT WORKING OVERTIME WOULD CAUSE YOU PROBLEMS AT HOME?
84. DO YOU HAVE CHILDREN?
85. IF SELECTED FOR THIS JOB, WOULD YOUR CHILDREN OR TRANSPORTATION BE A PROBLEM?
86. WHAT SATISFACTION DO YOU HOPE TO GAIN BY GETTING THIS JOB?
87. WHAT DO YOU CONSIDER TO BE YOUR GREATEST STRENGTHS AND WEAKNESSES?
88. ARE YOU WILLING TO SPEND AT LEAST SIX MONTHS AS A TRAINEE?
89. WHAT MAGAZINES OR NEWSPAPERS DO YOU READ OFTEN?
90. DO YOU HAVE PLANS TO CONTINUE YOUR EDUCATION? HOW?
91. WOULD WORKING IN A SMALL SPACE BOTHER YOU?
92. WHAT TYPE OF FUTURE ARE YOU SEEKING?
93. HOW DID YOU LEARN ABOUT THIS JOB OPENING?
94. DID YOU ENJOY SCHOOL?
95. ARE YOU AT EASE WITH THE OPPOSITE SEX?
96. DO YOU MAKE NEW FRIENDS EASILY?
97. WHEN COULD YOU BEGIN WORK?
98. DO YOU SMOKE?
99. DO YOU HAVE ANY QUESTIONS YOU WOULD LIKE TO ASK ME?
100. IF YOU CAN ANSWER THESE QUESTIONS, YOU SHOULD HAVE THE JOB.

SAMPLE FOLLOW-UP LETTER

DO NOT FILM THIS PAGE

122 11th Street
Somewhere, AR 70000
June 27, 1983

Ms. Mary Ann Reaves
City Department Store
1000 Main Street
Anywhere, AR 12635

Dear Ms. Reaves:

Thank you for the time and consideration you gave me Monday afternoon during the job interview.

It was an enlightening experience for me. After talking to you, I am now even more interested in working at the City Department Store. I know that I can do a good job for you.

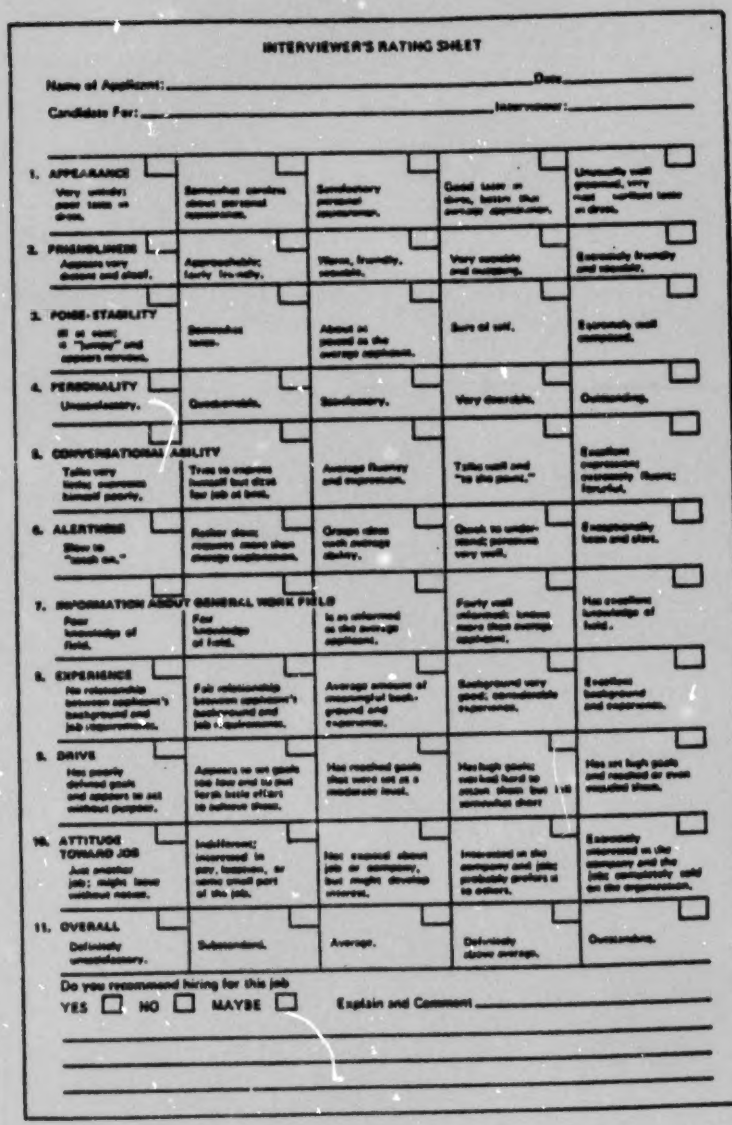
Yours truly,

Some Student

Some Student

SAMPLE INTERVIEWER'S RATING SHEET

DO NOT FILM THIS PAGE



INTERVIEWER'S RATING SHEET

Name of Applicant: _____ Date _____

Candidate For: _____ Interviewer: _____

1. APPEARANCE Very untidy; poor taste in dress.	Somewhat careless about personal appearance.	Satisfactory personal appearance.	Good taste in dress, better than average appearance.	Unusually well groomed; very neat, perfect taste in dress.
2. FRIENDLINESS Appears very distant and aloof.	Approachable; fairly friendly.	Warm, friendly, sociable.	Very sociable and outgoing.	Extremely friendly and sociable.
3. POISE-STABILITY Ill at ease; a "jumpy" and appears nervous.	Somewhat tense.	About as poised as the average applicant.	Sure of self.	Extremely well composed.
4. PERSONALITY Unsatisfactory.	Questionable.	Satisfactory.	Very desirable.	Outstanding.
5. CONVERSATIONAL ABILITY Talks very little; expresses himself poorly.	Tries to express himself but does fair job at best.	Average fluency and expression.	Talks well and "to the point."	Excellent expression; extremely fluent; forceful.
6. ALERTNESS Slow to "catch on."	Rather dull; responds more than average explanation.	Grasps ideas with average ability.	Quick to understand; possesses very well.	Exceptionally keen and alert.
7. INFORMATION ABOUT GENERAL WORK FIELD Poor knowledge of field.	Fair knowledge of field.	Is as informed as the average applicant.	Fairly well informed; better than average applicant.	Has excellent knowledge of field.
8. EXPERIENCE No relationship between applicant's background and job requirements.	Fair relationship between applicant's background and job requirements.	Average amount of meaningful background and experience.	Background very good; considerable experience.	Excellent background and experience.
9. DRIVE Has poorly defined goals and appears to act without purpose.	Appears to set goals too low and to put forth little effort to achieve them.	Has reached goals that were set at a moderate level.	Has high goals; has had hard to attain them but not somewhat short.	Has set high goals and reached or even exceeded them.
10. ATTITUDE TOWARD JOB Just another job; might leave without notice.	Indifferent; interested in pay, hours, or some small part of the job.	Has interest about job or company, but might develop interest.	Interested in the company and job; probably prefers it to others.	Especially interested in the company and the job; exceptionally well on the organization.
11. OVERALL Definitely unsatisfactory.	Substandard.	Average.	Definitely above average.	Outstanding.

Do you recommend hiring for this job

YES ☐ NO ☐ MAYBE ☐ Explain and Comment _____

Handout #5

BEST COPY AVAILABLE

GETTING THE JOB--THE JOB INTERVIEW
UNIT V

ASSIGNMENT SHEET #1--PREPARING FOR THE JOB INTERVIEW

Directions: You have just received a telephone call from Mrs. Mae West, secretary of the MRX Company. She told you that Mr. Asnumzita, the personnel director, had received your letter and would like to talk to you tomorrow at 10:30 a.m. You accepted the appointment.

A. List other information you would have wanted to get from Mrs. West before hanging up the telephone.

1.

2.

3.

4.

B. After getting this information from Mrs. West and handing up the telephone, list preparation steps you might want to take prior to the 10:30 a.m. interview time.

1.

2.

3.

4.

5.

6.

7.

8.

GETTING THE JOB--THE JOB INTERVIEW
UNIT V

ASSIGNMENT SHEET #2--PARTICIPATING IN A JOB INTERVIEW

Directions: You will participate as an applicant in a mock interview. You will be notified the day before the interview is scheduled. You will be interviewed by a representative of a business, company, industry, a school staff member, or some other outside person who is aware of job interviewing techniques. You will be interviewed for the position you listed on the application form you completed during activities in Unit IV. If you have not completed the job application form assignment, check with your instructor.

After the interview, write a brief summary of how you thought the interview went. Turn this in to your instructor. List positive and negative techniques you feel you demonstrated.

GETTING THE JOB--THE JOB INTERVIEW
UNIT V

ASSIGNMENT SHEET #3--WRITE A THANK-YOU LETTER

Directions: After you have completed your job interview, write the person who interviewed you a thank-you letter. Remember to keep your letter neat, brief, and honest. Turn this into your instructor when you have completed it.

GETTING THE JOB--THE JOB INTERVIEW
UNIT V

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

A. Acceptable answers may vary in wording. They may include any of the following:

1. The correct spelling ofthe personnel director's name
2. The exact location of the company or interview location
3. Parking area
4. Room number
5. Pronunciation of director's name
6. Necessity of arriving early to complete application form

B. Acceptable answers may vary in wording and content. Possible answers are:

1. Study resume'
2. Choose clothes to wear
3. Decide on time to leave home order to arrive on time
4. Know the exact location
5. Ask yourself, "What questions may be asked?"
6. Write down two or three questions about the company to ask
7. Know something about the company
8. Get a hair cut or visit hairdresser, if necessary
9. Have extra copies of resume' to take with you
10. Practice interview--have someone ask some selected questions; practice poise, facial expressions, etc.

Assignment Sheets #2 and #3

Evaluated to the satisfaction of the instructor

GETTING THE JOB--THE JOB INTERVIEW
UNIT V

TEST

1. Explain the purpose or function of a job interview by listing five functions or purposes.

   a.

   b.

   c.

   d.

   e.

2. List ten (10) preparation steps and information needed before a job interview.

   a.

   b.

   c.

   d.

   e.

   f.

   g.

   h.

   i.

   j.

3. List pertinent information (6 items) to request during the job interview.

   a.

   b.

   c.

   d.

   e.

   f.

4. Name twenty negative factors frequently leading to rejection for employment

   a.

   b.

   c.

   d.

   e.

   f.

   g.

   h.

   i.

   j.

   k.

   l.

   m.

   n.

   o.

   p.

   q.

   r.

   s.

   t.

5. List twenty positive job interview techniques.

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

k.

l.

m.

n.

o.

p.

q.

r.

r.

t.

6. Itemize twenty typical or possible job interview questions.

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

k.

l.

m.

n.

o.

p.

q.

r.

s.

t.

7. State four "Surprise" questions.

a.

b.

c.

d.

8. Name seven acceptable procedures in closing a job interview.

a.

b.

c.

d.

e.

f.

g.

(NOTE: Questions 9 and 10 are Assignment Sheets #2 and #3. They are important parts of this test. If they have not been completed, check with your instructor.

9. Demonstrate positive interview techniques.

10. Demonstrate skillin writing a thank-you letter.

GETTING THE JOB--THE JOB INTERVIEW
UNIT V

ANSWERS TO TEST

1. Acceptable answers may vary in wording. May include any of the following:

   a. Provides an opportunity for a potential employer to observe the applicant's personality, attitude, appearance, etc.

   b. Provides an opportunity for the applicant to obtain pertinent information about the job.

   c. Provides the applicant an opportunity to observe the work atmosphere.

   d. Represents the climax or culminating activity associated with the job search.

   e. Provides the employer and the applicant an opportunity to review and/or discover mutual benefits of working together.

   f. Represents an opportunity for an applicant to "sell" herself/himself by showing her/his capability to do the job.

   g. Provides an applicant an opportunity to identify what will be expected of the person who gets the job.

2. Acceptable answers may vary in wording; may include any of the following:

   a. Study your interests and qualifications; be prepared to give them briefly and clearly during the interview.

   b. Know something about the firm.

   c. Be neat and clean.

   d. Wear well-pressed clothing.

   e. Know the exact location and time of the interview.

   f. Know the job you want.

   g. Learn the interviewer's name and make sure you can pronounce it correctly.

   h. Put yourself in the interviewer's place and decide what questions might be asked during the interview.

   i. Practice or rehearse the interview.

   j. Practice eye contact, poise, etc.

4. Answers may vary in wording. May include any 20 of the 48 factors listed on Handout #1.

5. Answers may vary in wording. May include any 20 of the 32 techniques listed on Handout #2.

6. Answers may vary in wording. May include any 20 of the 100 questions listed on Handout #3.

7. a. What can I do for you?

   b. Tell me about yourself.

   c. Why are you interested in this company?

   d. Where do you see yourself in five years?

8. Answers may include any of the following:

   a. Watch for signs that the interview is over.

   b. Do not continue talking unnecessarily.

   c. State your interests briefly.

   d. Do not ask if you have the job.

   e. Ask if you may call if the interviewer is vague in hiring.

   f. Thank the interviewer for the time and consideration.

   g. Smile and show confidence when you leave.

   h. Thank the secretary or receptionist.

   i. Write a thank-you letter.

9. Evaluated to the satisfaction of the instructor.

10. Evaluated to the satisfaction of the instructor.

11. Carrya copy of your resume' with you.

12. Greet the secretary or receptionist in a friendly manner.

13. Relax while waiting to see the interviewer.

3. Acceptable answers may vary in wording. May include any of the following:

   a. Job duties

   b. Rate of pay

   c. Raises/Pay/Increases

   d. Fringe benefits--medical, dental, prifit-sharing, etc.

e. Opportunity for advancement

f. On-the-job training

g. Work schedule

HUMAN RELATIONS
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to improve upon his abilities to communicate with other people. The student also should be able to identify factors which make communication successful. This knowledge will be evidenced by correctly performing the procedures outlined in the assignment sheets and by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with human relations.
2. Define human relations.
3. Distinguish between what human relations is and what human relations is not.
4. Identify elements of human relations.
5. Define three factors which influence behavior.
6. List factors of heredity, environment, and experiences.
7. List points learned from heredity, environment and experiences.
8. List in order the five levels of human needs.
9. Match given human needs to the appropriate level of needs.
10. List in order values according to personal importance.
11. Define self-concept
12. Match given statements to six basic human relations skills.
13. Identify factors contributing to successful communication.

HUMAN RELATIONS
UNIT I

SUGGESTED ACTIVITIES

I. Make transparency.

II. Provide students with objective sheet.

III. Provide students with information and assignment sheets.

IV. Discuss unit and specific objectives.

V. Discuss information and assignment sheets.

VI. Invite personnel director from a local plant or business as guest speaker. (NOTE: Ask him to speak on importance of human relations--getting along on the job, interviewing etc.)

VII. Divide the class into two teams. Appoint a team leader for each team. Begin by whispering a "rumor" to the team leaders. They in turn whisper it to another member until the rumor has been circulated around the entire group. You could use the same rumor for both groups or use a different one. Using the same rumor can result in an interesting comparison between groups of their final versions. If the final version of the "rumor" corresponds to the original, the participants are definitely good listeners and communicators.

VIII. Give test

IX. Reteach if necessary

INSTRUCTIONAL MATERIALS

I. Included in the unit:

A. Objective Sheet

B. Suggested activities

C. Information sheet

D. Transparency Master

1. TM 1--One good reason good communication skills are important

E. Assignment sheets

1. Assignment Sheet #1--Define human relations
2. Assignment Sheet #2--Distinguish between what human relations is and what human relations is not.
3. Assignment Sheet #3--Identify elements of human relations
4. Assignment Sheet #4--Define three factors which influence behavior
5. Assignment Sheet #5--List of factors of heredity, environment, and experiences
6. Assignment Sheet #6--List points learned from heredity, environment and experiences.
7. Assignment Sheet#7--List in order the five levels of human needs
8. Assignment Sheet #8--Match given human needs to the appropriate level of needs
9. Assignment Sheet #9--List in order values according to personal importance
10. Assignment Sheet #10-- Define self-concept
11. Assignment Sheet #11--Match given statements to six human relations skills
12. Assignment Sheet #12--Identify factors contributing to successful communication

F. Answers to assignment sheets

G. Test

H. Answers to test

II. References

A. Fulton, Patsy J. Exporing Human Relations. Boston: Houghton Mifflin Company, 1982.

B. Laird, Donald L.; Laird, Eleanor C; Fruehling, Rosemary T. Psychology: Human Relations and Work Adjustment. 6th ed. New York: McGraw-Hill, Inc., 1982.

C. Schrank, Jeffrey. "Effective Communication." Niles: Argus Communications, 1977.

D. Shinn, George. Leadership Development. Charlotte, North Carolina: Key Publications, Inc., 1981.

HUMAN RELATIONS
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Human relations--ability to get along with others and to form meaningful relations

B. Humble--not arrogant or assertive

C. Loyalty--faithfulness to a private person to whom fidelity is held to be due

D. Self Control-restraint exercised over one's own impulses, emotions, or desires

E. Tact--a keen sense of what to do or say in order to maintain good relations with others to avoid offense

F. Cooperate--to act or work with another or others

G. Open-minded--receptive of arguments or ideas

H. Attitude--the manner in which one thinks about others

I. Personality--the way in which a person's actions are seen by others--physical, emotional, social, spiritual

J. Cooperation--working with another person for a common benefit

K. Initiative--energy or attitude displayed while performing a task

L. Honesty--truthfulness, fairness

M. Loyalty--Quality of being dedicated to a person or a cause; protectiveness; unswervingly or unrelentingly faithful

N. The "Emotional You"--one's ideas, loves, hates, desires, space, attitudes, interests, and friendships

O. Friendliness-ability to meet people with a smile and make them feel happy

P. Integrity--Possessing uprightness, honesty, dependability, and loyalty

Q. Consideration--demonstrating the ability to be courteous and gracious; the ability to make others feel important

R. Sincerity--being true, genuine, and unaffected

S. Positive attitude--desirable outlook on life exhibited through positive behavior

T. Negative attitude--undesirable outlook on life exhibited through negative behavior

U. Selfconfidence--belief in one's abilities

V. Awareness of feelings--in touch with one's emotional responses to others or situations

W. Gossip--a person who habitually reveals personal or sensational facts; a rumor or report of an intimate nature

X. Value--something that is considered important, such as an idea, a trait, or an object

Y. Self concept--the way one sees oneself

II. Human Relations

A. Involves all forms of communications

B. Involves all areas of life--work, social, school and home

C. Implies an understanding of oneself and others

D. Centers on results, you and your abilities

E. Is an important asset in business

F. Is an important asset in family life

G. Is not a game you play with yourself

H. Involves an association with other people

I. Is flexible

III. Human relations requires an understanding of all people

A. age

B. size

C. race

D. religion

IV. Understanding

A. Who am I?

1. Needs--Maslow's Hierarchy

a. The need to satisfy physical wants such as hunger, thirst, warmth, and sleep

b. The need to be safe and free from fear

c. The need to have friends and to be loved

d. The need to be recognized for achievements and knowledge

e. The need for personal fulfillment

(NOTE: According to Maslow, we have to satisfy the needs in the order listed.)

2. Values

B. Who are You?

1. Needs

2. Values

C. Business/Industry Needs

V. Barriers to good human relations

A. Placing blame

B. Ego

C. Gossip

D. Conservative Behavior

E. Shutting others out

VI. Factors which contribute to successful communication

A. Get the listener's attention and interest quickly

Example: Ask a question, quote someone, state an interesting fact

B. Talk about only one subject at a time

C. Use terms, abbreviations, and acronyms that are clear to the listener

Example: FHA may represent Future Homemakers of America to a student or it may represent Federal Housing Authority to a businessperson

D. Relate what you are saying to the listener by putting yourself in the listener's position

E. Ask questions

1. To establish a common interest with the listener

2. To learn what the listener already knows about the subject

3. To see if the listener is understanding what you are saying

F. Ask questions with obvious "yes" answers before asking a controversial question

G. Plan ahead of time what you want to say when you must explain something or convince someone

1. State what you are going to do

2. Outline the steps to achieve what you want to do

3. Explain the entire subject

4. Summarize your statements

5. Tie them in with the conclusion

H. Repond carefully to questions

(NOTE: Make notes, if necessary, until you are ready to make a response or suggestion.)

I. Try to think while you talk

(NOTE: Circumstances will not always allow note-taking.)

J. Consider what a person has to say more than how he or she says it

(NOTE: Some people have excellent ideas and thoughts but may have little confidence in their abilities to express themselves.)

K. Respect your listener or audience

(NOTE: Your speaking down to a person will cause resentment toward you by that person; your talking in terms unfamiliar to a person will create discomfort for that person.)

L. Use gestures when appropriate

(NOTE: Too many gestures distract the listener's attention; too few gestures indicate a lack of confidence by the speaker.)

Example: Counting main points on fingers; upturned palms to indicate a receptive attitude; uncrossed arms to indicate "openess"; thumping fingers on the table to indicate impatience or boredom

M. Maintain eye contact

(NOTE: Failure to look a person in the eye indicates a lack of confidence or a lack of interest in the communication.)

N. Say words distinctly and clearly

(NOTE: An unclear style of speech may create misunderstanding or miscommunication.)

Example: A sentence about "your vocation" and "your vacation" are about two completely different topics

O. Pronounce words according to proper pronunciation(s)

(NOTE: Mispronunciation decreases your listener's confidence in you.)

P. Use proper English

(NOTE: Incorrect or poor grammar indicates a lack of knowledge and/or pride.)

Q. Avoid slang and colloquialisms

Example: Wheels means the rubber tires to an older person; it means a car or vehicle to teenagers.

R. Use a variety of voice qualities to convey the message you desire to convey

(NOTE: Your voice pitch, tone, rate, and volume indicate both your attitude about yourself and about the topic being discussed.)

S. Earn the trust of your listener

(NOTE: Communication is a two-way process and cannot occur if one party feels threatened by or has no confidence in the other party.)

T. Know that oral messages which are contradicted by nonverbal cues are considered less important by the listener than the nonverbal message

Example: "I'm sure you will do this work" with emphasis on "sure" and a frown on the face will not be believable to the listener.

U. Carrying on casual conversation

1. Do not monopolize the conversation

(NOTE: A general rule to follow is not to talk more than one minute without giving someone else an opportunity to talk.)

2. Be a good listener

(NOTE: People will think you are a good conversationalist.)

3. Talk about non-controversial subjects

(NOTE: Avoid topics such as politics and religion.)

4. Avoid repeating annoying words and phrases

(NOTE: "And, uh" and "You know" are distracting phrases and lose your listener's interest.)

5. Ask questions

a. To get a conversation started, ask questions that require more than a simple one-word answer.

Example: Instead of "Do you like your job?" say "Tell me about your job."

b. To discover the other person's interests

6. Avoid gesturing too much

One Reason Good Communication Skills Are Important

Business and industry tell us that breakdown in communications costs them millions of dollars each year. Good communication skills are essential for employment in business and industry!

HUMAN RELATIONS
UNIT I

ASSIGNMENT SHEET #1--DEFINE HUMAN RELATIONS

Directions: In the space provided below, write in your own words what the term "human relations" means to you.

HUMAN RELATIONS
UNIT I

ASSIGNMENT SHEET #2--DISTINGUISH BETWEEN WHAT HUMAN RELATIONS IS AND WHAT HUMAN RELATIONS IS NOT

Directions: Fill in the blanks in the following sentences. If the statement is a part of human relations, write "is" in the blank. If it is not, write "is not".

a. Human relations _____ a game you play with yourself.

b. Human relations _____ a better understanding of yourself.

c. Human relations _____ an important asset in buisness.

d. Human realtions _____ a game you play with others.

e. Human relations _____ a "one shot" activity.

f. Human relations _____ flexible.

g. Human relations _____ a focus on results.

h. Human relations _____ just speaking to people.

i. Understanding human relations _____ important.

HUMAN RELATIONS
UNIT I

ASSIGNMENT SHEET #2--DISTINGUISH BETWEEN WHAT HUMAN RELATIONS IS AND WHAT HUMAN RELATIONS IS NOT

Directions: Fill in the blanks in the following sentences. If the statement is a part of human relations, write "is" in the blank. If it is not, write "is not".

a. Human relations _____ a game you play with yourself.

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c. Human relations _____ an important asset in buisness.

d. Human realtions _____ a game you play with others.

e. Human relations _____ a "one shot" activity.

f. Human relations _____ flexible.

g. Human relations _____ a focus on results.

h. Human relations _____ just speaking to people.

i. Understanding human relations _____ important.

HUMAN RELATIONS
UNIT I

ASSIGNMENT SHEET #3--IDENTIFY ELEMENTS OF HUMAN RELATIONS

Directions: Determine if each of the following statements is true or false. Write T in the space provided if you think the statement is true and F if you think the statement if false.

___ a. Human relations is the interaction between you and one other person only.

___ b. Human relations implies a better understanding of yourself.

___ c. The person who feels badly about himself or herself usually likes others.

___ d. Differences in age may cause misunderstandings between individuals.

___ e. The person who studies and applies human relations continues to grow as an individual.

___ f. Businesses feel human relations skills are unimportant.

___ g. Human relations is a game.

___ h. Human relations implies that you have control over your life.

___ i. The way you deal with a human relations situation may vary depending on the other individual.

___ j. Backgrounds of people are indications of what they are.

___ k. The study of human relations should prepare you to live more effectively in today's world.

___ l. When two people have different opinions about something, one of them must be wrong.

HUMAN RELATIONS
UNIT I

ASSIGNMENT SHEET #4--DEFINE THREE FACTORS WHICH INFLUENCE BEHAVIOR

Directions: In the space provided below, define in your own words the three factors listed and write an example of how each could influence human behavior.

a. heredity--

b. environment--

c. experience--

HUMAN RELATIONS
UNIT I

ASSIGNMENT SHEET #5--LIST FACTORS OF HEREDITY, ENVIRONMENT, AND EXPERIENCES

Directions: List and/or describe your heredity, your environment, and life experiences in the space provided.

a. List five physical characteristics about yourself that are part of your heredity.

1.

2.

3.

4.

5.

b. Describe where you live (small town, large city), the people within your environment (family, friends, people you admire), and any other significant factors in your environment.

c. Describe two experiences in your life that you believe have contributed to the person you are today.

HUMAN RELATIONS
UNIT I

ASSIGNMENT SHEET #6--LIST POINTS LEARNED FROM HEREDITY, ENVIRONMENT, AND EXPERIENCES

Directions: Listed below are some things that you could have learned from your heredity, environment, and experiences. In the space provided below these things, list 5 things that you have learned from your heredity, environment, and experiences.

a. that books are fun to read
b. that being tall has its advantages
c. that it is important to make good grades
d. that friends can be trusted
e. that people can do most anything they want to if they try hard

a.

b.

c.

d.

e.

HUMAN RELATIONS
UNIT I

ASSIGNMENT SHEET #7--LIST IN ORDER THE FIVE LEVELS OF HUMAN NEEDS

Directions: Listed below are the five levels of human needs identified by Maslow. Arrange them into their proper order by writing 1 through 5 in the blanks.

___ a. The need to have friends and to be loved.

___ b. The need to satisfy physical wants, such as hunger, thirst, warmth, and sleep.

___ c. The need to be recognized for achievements and knowledge.

___ d. The need to be safe and free from fear.

___ e. The need for personal fulfillment.

HUMAN RELATIONS
UNIT I

ASSIGNMENT SHEET #8--MATCH GIVEN HUMAN NEEDS TO THE APPROPRIATE LEVEL OF NEEDS

Directions: Listed below are several human needs. Determine in which of the five levels of needs you would place each need. Write the number of the level of need in the blank beside each specific need.

1. social needs
2. safety needs
3. personal fulfillment needs
4. recognition needs
5. physical needs

___ a. freedom from nightmares

___ b. an electric blanket

___ c. membership in the national honor society

___ d. a certificate of achievement

___ e. an air conditioner

___ f. locks on doors and windows

___ g. a new car

___ h. being elected president of your class.

___ i. making an "A" on a test

___ j. clothes

___ k. jewelry

___ l. getting a job

___ m. getting a haircut

___ n. being promoted at work

___ o. having an apartment

___ p. good health

HUMAN RELATIONS
UNIT I

ASSIGNMENT SHEET #9--LIST IN ORDER VALUES
ACCORDING TO PERSONAL IMPORTANCE

Directions: You are going to participate in a values auction. You will be competing with your classmates for the right to own the values listed below. Each value will be sold to the highest bidder. Assume you will have $100 to spend. You may buy as many values as you wish, as long as you do not spend more than $100. If you buy a value, record the amount you pay for it in the column provided. Keep track of how much money you have left. Remember, you have only $100 to spend.

a. Having a million dollars

b. having good health

c. being able to travel

d. being known as the "best looking"

e. having any car you choose

f. having many friends

g. being smart

h. living life any way you choose

i. having a good marriage

j. helping other people

k. being President of the United States

l. being a great athlete

m. being an honest person

n. having a career that you enjoy

o. being loved

p. getting a college education

q. being considered a good person

HUMAN RELATIONS
UNIT I

ASSIGNMENT SHEET #10--DEFINE SELF-CONCEPT

Directions: In the space provided below, write in your own words a definition of self-concept. Also, write a description of a person with a positive self-concept and a description of a person with a negative self-concept.

a. self-concept--

b. person of positive self-concept

c. person of negative self-concept

HUMAN RELATIONS
UNIT I

ASSIGNMENT SHEET #11--MATCH GIVEN STATEMENTS TO SIX HUMAN RELATION SKILLS

Directions: Match the lettered statements below with the six basic human relations skills listed in the column below the statements. Write the correct number in the blank beside each statement.

___ a. When a subordinate pushes you to the end of your rope, you do not show the person you're angry; but you do tell the person why you're displeased.

___ b. A subordinate has a better plan for some project than you do, and you decide to use it.

___ c. One of your subordinates goofs and your boss finds out about it and you take the blame.

___ d. When you take over as the new boss in a disorganized shop you do not start making changes all at once, but gradually change policies and procedures that don't suit you.

___ e. When another supervisor asks you to change one of your procedures to make things easier for his department, and you talk things out with the other supervisor and with you staff.

___ f. When you have to critize a subordinate and you know the truth will hurt, you be as easy with the person as you can be.

1. humility
2. loyalty
3. self-control
4. tact
5. cooperation
6. open-mindedness

HUMAN RELATIONS
UNIT I

ASSIGNMENT SHEET #11--MATCH GIVEN STATEMENTS TO SIX HUMAN RELATION SKILLS

Directions: Match the lettered statements below with the six basic human relations skills listed in the column below the statements. Write the correct number in the blank beside each statement.

___ a. When a subordinate pushes you to the end of your rope, you do not show the person you're angry; but you do tell the person why you're displeased.

___ b. A subordinate has a better plan for some project than you do, and you decide to use it.

___ c. One of your subordinates goofs and your boss finds out about it and you take the blame.

___ d. When you take over as the new boss in a disorganized shop you do not start making changes all at once, but gradually change policies and procedures that don't suit you.

___ e. When another supervisor asks you to change one of your procedures to make things easier for his department, and you talk things out with the other supervisor and with you staff.

___ f. When you have to critize a subordinate and you know the truth will hurt, you be as easy with the person as you can be.

1. humility
2. loyalty
3. self-control
4. tact
5. cooperation
6. open-mindedness

HUMAN RELATIONS
UNIT I

ASSIGNMENT SHEET #12--IDENTIFY FACTORS CONTRIBUTING TO SUCCESSFUL COMMUNICATION

Directions: Determine which of the following factors contributes to successful communication. Write an "x" before those you feel do so.

___ a. Get the listener's attention before you speak.

___ b. Talk about several subjects at a time.

___ c. Don't ask questions.

___ d. Summarize your statements.

___ e. Look away from the speaker while he is talking.

___ f. Use slang and colloquialisms.

___ g. Speak in a very high-pitched voice.

___ h. Use a monotone speech.

___ i. Maintain eye contact with the audience/listener.

___ j. Speak rapidly.

___ k. Do not monopolize the conversation.

___ l. Talk about controversial subjects.

___ m. Talk about religion and politics.

___ n. Avoid asking questions that require more than a simple one-word answer.

___ o. Avoid asking a person about his hobbies or interests.

___ p. Use terms, abbreviations, and acronyms that are unfamiliar to listeners.

___ q. Meet people with a smile and make them feel happy.

___ r. Talk down to others.

___ s. Do not give others a chance to talk.

___ t. Use nonverbal cues which contradict the oral message.

HUMAN RELATIONS
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET #1

Evaluate to the satisfaction of the instructor.

ASSIGNMENT SHEET #2

a. is not	b. is
c. is	d. is not
e. is not	f. is
g. is	h. is not
i. is	

ASSIGNMENT SHEET #3

a. F	b. T
c. F	d. T
e. T	f. F
g. F	h. T
i. T	j. T
k. T	l. F

ASSIGNMENT SHEET #4

Evaluate to the satisfaction of the instructor.

ASSIGNMENT SHEET #5

Evaluate to the satisfaction of the instructor.

ASSIGNMENT SHEET #6

Evaluate to the satisfaction of the instructor.

ASSIGNMENT SHEET #7

a. 3 b. 1

c. 4 d. 2

e. 5

ASSIGNMENT SHEET #8

a. 2 b. 5

c. 4 d. 4

e. 5 f. 2

g. 1 h. 4

i. 4 j. 5

k. 1 l. 1,2,3,4,5

m. 1 n. 4

o. 2 p. 3,5

ASSIGNMENT SHEET #9

Evaluate to the satisfaction of the instructor.

ASSIGNMENT SHEET #10

Evaluate to the satisfactions of the instructor.

ASSIGNMENT SHEET #11

a. 3 b. 6

c. 2 d. 1

e. 5 f. 4

ASSIGNMENT SHEET #12

a, d, i, k, q

HUMAN RELATIONS
UNIT I

TEST

1. Match terms associated with human relations to their correct definitions. Write the number in the appropriate blank at the left.

___ a. Receptive of arguments or ideas.

___ b. Possessing uprightness, honesty, dependability, and loyalty.

___ c. Being true, genuine, and unaffected.

___ d. Faithfulness to a private person to whom fidelity is held to be due.

___ e. Quality of being dedicated to a person or a cause; unswervingly faithful.

___ f. Ability to get along with others and to form meaningful relations

___ g. Energy or attitude displayed while performing a task

___ h. Restraint exercised over one's own impulses, emotions, or desires

___ i. Not arrogant or assertive

___ j. Working with another person for a common benefit

___ k. Demonstrating the ability to be courteous and gracious

___ l. A keen sense of what to do or say in order to maintain relations with others

___ m. To act or work with, another or others

___ n. The manner in which one thinks about others

___ o. The way in which a person's actions are seen by others

___ p. Truthfulness, fairness

___ q. One's ideas, loves, hates, desires, attitudes, interests, and friendships.

___ r. Ability to meet people with a smile and make them feel happy

___ s. Desirable outlook on life

___ t. In touch with one's emotional responses to others or situations

___ u. A person who reveals personal or sensational facts; a rumor which does so

___ v. Belief in one's abilities

___ w. The way one sees oneself

___ x. Something that is considered important, as an idea, a trait, or an object

___ y. Undesirable outlook on life.

1. humble
2. the "emotional you"
3. tact
4. open-minded
5. honesty
6. human relations
7. self-confidence
8. cooperation
9. personality
10. consideration
11. gossip
12. sincerity
13. negative attitude
14. cooperate
15. self-concept
16. initiative
17. awareness of feelings
18. loyalty
19. positive attitude
20. value
21. friendliness
22. loyalty
23. attitude
24. integrity
25. self-control

(NOTE: Test questions 2-13 are assignment sheets. They are an improtant part of this test. If they have not been completed, check with your instructor.)

2. Define human relations

3. Distinguish between what human relations is and what human relations is not. Fill in the blanks in the following sentences. If the statement is a part of human relations, write "is". If it is not, write "is not".

   a. Human relations _____ a game you play with yourself.

   b. Human relations _____ a better understanding of yourself.

   c. Human relations _____ an important asset in business.

   d. Human relations _____ a game you play with others.

   e. Human relations _____ a "one shot" activity.

   f. Human relations _____ flexible.

   g. Human relations _____ a focus on results.

   h. Human relations _____ just speaking to people.

   i. Understanding human relations _____ important.

4. Identify elements of human relations. Determine if each of the following statements is true or false. Write T in the space provided if you think the statement is true and F if you think the statement is false.

_____ a. Human relations is the interaction between you and one other person only.

_____ b. Human relations implies a better understanding of yourself.

_____ c. The person who feels badly about himself or herself usually likes others.

_____ d. Differences in age may cause misunderstandings between individuals.

_____ e. The person who studies and applies human relations continues to grow as an individual.

_____ f. Businesses feel human relations skills are unimportant.

_____ g. Human relations is a game.

_____ h. Human relations implies that you have control over your life.

_____ i. The way you deal with a human relations situation may vary depending on the other individual.

_____ j. Backgrounds of people are indications of what they are.

_____ k. The study of human relations should prepare you to live nire effectively in today's world.

_____ l. When two people have different opinions about something, one of them must be wrong.

5. Define three factors which influence behavior. In the space below, define in your own words the three factors listed and write an example of how each could influence human behavior.

   a. heredity--

   b. environment--

   c. experience--

6. List factors of heredity, environment, and experiences.

   a. List five physical characteristics about yourself that are part of your heredity.

      1.

      2.

      3.

4.

5.

b. Describe where you live (small town, large city), the people within your environment (family, friends, people you admire), and any other significant factors in your environment.

c. Describe two experiences in your life that you believe have contributed to the person you are today.

7. List points learned from heredity, environment, and experiences. Listed below are some things that you could have learned from your heredity, environment, and experiences. In the space provided below these things, list 5 things that you have learned from your heredity, environment and experiences.

a. that books are fun to read

b. that being tall has its advantages

c. that it is important to make good grades

d. that friends can be trusted

e. that people can do most anything they want if they try hard

a.

b.

c.

d.

e.

8. List in order the five levels of human needs. Listed below are the five levels of human needs identified by Maslow. Arrange them into their proper order by writing 1 through 5 in the blanks.

_____ a. The need to have friends and to be loved.

_____ b. The need to satisfy physical wants, such as hunger, thirst, warmth, and sleep.

_____ c. The need to be recognized for achievements and knowledge.

_____ d. The need to be safe and free from fear.

_____ e. The need for personal fulfillment.

9. Match human needs to the appropriate level of needs. Listed below are several human needs. Determine in which of the five levels of needs you would place each need. Write the number of the level of need in the blank beside each specific need.

1. social needs
2. safety needs
3. personal fulfillment needs
4. recognition needs
5. physical needs

_____ a. freedom from nightmares

_____ b. an electric blanket

_____ c. membership in the national honor society

_____ d. a certificate of achievement

_____ e. an air conditioner

_____ f. locks on doors and windows

_____ g. a new car

_____ h. being elected president of your class

_____ i. making an "A" on a test

_____ j. clothes

_____ k. jewelry

_____ l. getting a job

_____ m. getting a haircut

_____ n. being promoted at work

_____ o. having an apartment

_____ p. good health

10. List in order values according to personal importance. List the following values in order of your personal importance by numbering them from 1 to 17, 1 being the most important and 17 being the least important.

    a. having a million dollars

    b. having good health

    c. being able to travel

    d. being known as the "best looking"

    e. having any car you choose

    f. having many friends

    g. being smart

    h. living life any way you choose

    i. having a good marriage

    j. helping other people

    k. being President of the United States

    l. being a great athlete

    m. being an honest person

    n. having a career that you enjoy

    o. being loved

    p. getting a college education

    q. being considered a good person

11. Define self-concept. In the space provided below, write in your own words a definition of self-concept. Also, write a description of a person with a positive self-concept and a description of a person with a negative self-concept.

a. self concept--

b. person of positive self-concept--

c. Person of negative self-concept--

12. Match given statements to six basic human relations skills. match the lettered statements below with the six basic human relations skills listed in the column below the statements. Write the correct number in the blank beside each statement.

_____ a. When a subordinate pushes you to the end of your rope, you do not show the person you're angry; but you do tell the person why you're displeased.

_____ b. A subordinate has a better plan for some project than you do, and you decide to use it.

_____ c. One of your subordinates goofs and your boss finds out about it and you take the blame.

_____ d. When you take over as the new boss in a disorganized shop you do not start making changes all at once, but gradually change policies and procedures that don't suit you.

_____ e. When another supervisor asks you to change one of your procedures to make things easier for his department, and you talk thinks out with the other supervisor and with your staff.

_____ f. When you have to criticize a subordinate and you know the truth will hurt, you be as easy with the person as you can be.

1. humility
2. loyalty
3. self-control
4. tact
5. cooperation
6. open-mindedness

13. Identify factors contributing to successful communication. Determine which of the following factors contributes to successful communication. Write an "x" before those you feel do so.

_____ a. Get the listener's attention before you speak.

_____ b. Talk about several subjects at a time.

_____ c. Don't ask questions.

_____ d. Summarize your statements.

_____ e. Look away from the speaker while he is talking.

_____ f. Use slang and colloquialisms.

_____ g. Speak in a very high-pitched voice.

_____ h. Use a monotone speech.

_____ i. Maintain eye contact with the audience/listener.

_____ j. Speak rapidly.

_____ k. Do not monopolize the conversation.

_____ l. Talk about controversial subjects.

_____ m. Talk about religion and politics.

_____ n. Avoid asking questions that require more than a simple one-word answer.

_____ o. Avoid asking a person about his hobbies or interests.

_____ p. Use terms, abbreviations, and acronyms that are unfamiliar to listeners.

_____ q. Meet people with a smile and make them feel happy.

_____ r. Talk down to others.

_____ s. Do not give others a chance to talk.

_____ t. Use nonverbal cues which contradict the oral message.

HUMAN RELATIONS
UNIT I

ANSWERS TO TEST

1.
a.	4	n.	23
b.	24	o.	9
c.	12	p.	5
d.	22, 18	q.	2
e.	18, 22	r.	21
f.	6	s.	19
g.	16	t.	17
h.	25	u.	11
i.	1	v.	7
j.	8	w.	15
k.	10	x.	20
l.	3	y.	13
m.	14		

2. See answers to assignment sheet #1
3. See answers to assignment sheet #2
4. See answers to assignment sheet #3
5. See answers to assignment sheet #4
6. See answers to assignment sheet #5
7. See answers to assignment sheet #6
8. See answers to assignment sheet #7
9. See answers to assignment sheet #8
10. See answers to assignment sheet #9
11. See answers to assignment sheet #10

12. See answers to assignment sheet #11

13. See answers to assignment sheet #12

SELF-IMPROVEMENT
UNIT II

UNIT OBJECTIVE

After completion of this unit, the student shoud be able to improve upon his abilities to communicate with other people. The student should be able to identify factors contributing to self-respect. The student should be able to analyze his succes or failure in communication and determine strengths and weaknesses that contribute to communication. This knowledge will be evidenced by correctly performing the procedures outlined in the assignment sheets and by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. List the three sides of self.
2. List characteristics of people who have little self-respect.
3. List ways to improve self-respect.
4. Discuss ways to show respect for others.
5. Complete a self-analysis of human relations skills.
6. Develop a plan for self-improvement of human relations skills.

6. Assignment Sheet #6--Complete Sentences About Yourself

7. Assignment Sheet #7--Complete a Chart for Goal Setting

F. Answers to assignment sheets

G. Test

H. Answers to test

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SELF-IMPROVEMENT
UNIT II

SUGGESTED ACTIVITIES

I. Order film.

II. Make transparency.

III. Provide students with objective sheet.

IV. Provide students with information and assignment sheets.

V. Discuss unit and specific objectives.

VI. Discuss information and assignment sheets.

VII. Show film.

VIII. Give test.

IX. Reteach if necessary.

INSTRUCTIONAL MATERIALS

I. Included in the unit:

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Transparency master

1. TM 1--Accepting Myself

E. Assignment sheets

1. Assignment Sheet #1--Complete a Personal Rating Sheet

2. Assignment Sheet #2--Describe the Person I Really Am

3. Assignment Sheet #3--Complete a Self-Awareness Checklist

4. Assignment Sheet #4--Characterize Yourself with Words

5. Assignment Sheet #5--Select Sentences Which Describe You

SELF-IMPROVEMENT
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Criticism--someone's opinion; may be constructive or destructive

B. Personal charictaristics--Descriptors that explain what kind of person you are

Example: happy, energetic, attractive

C. Personal goal--something you want to accomplish or gain

Example: I want to complete my vocational training this year.

D. Practical--useful, sensible

Example: The practical thing for you to do at this time is to buy a used car.

E. Coat of arms--a shield with figures and pictures emblazoned on it; represents the backgound of a family.

II. Knowing oneself--an essential element in relating to others

III. Three sides of self

A. the way you see yourself

B. the way other people see you

C. the person you really are--the "real" you

IV. Three ways of responding to others

(NOTE: Transactional analysis helps people see and understand how and why they react as they do in given situations. It also helps them analyze how a different behavior on their part could completely change the entire situation. TA helps people understand that they behave in one of three ego states.)

A. Parent

1. Dictates that people act as their parents did

2. Characteristics include overprotectiveness, distant, dogmatic, self-righteous

Example: "Your work is sloppy!"

(NOTE: This is the ego state of "I'm OK--You're not OK.")

B. Adult

1. An information seeker and processor

2. Seeks to aid in solving problems

Example: "When will I get my report?"

(NOTE: This is the ego state of "I'm OK--You're OK.")

C. Child

1. Dictates that people act as they did in childhood.

2. Characteristics include creativity, conformity, depression, anxiety, dependence, fear, hate, temper tantrums, giggling, attention seeking.

Example: "I'm sorry, I know I did it wrong."

(NOTE: This is the ego state of "I'm not OK--You're OK.")

(NOTE: The general goal of TA is to help people relate to each other in a mature, adult manner. Most work situations demand that the person behave in an adult manner to be truly effective.)

V. Characteristics of persons with low self-respect

A. Being critical of self

(NOTE: This occurs by a person's making "parent" statements to him/herself.)

B. Pretending to be something the person is not

(NOTE: This is referred to as "wearing masks".)

C. Being depressed

(NOTE: Depression is anger turned inward.)

D. Doing things to gain attention from group and to increase popularity

E. Rebelling against authority

(NOTE: This rebellion may be directed toward parents, school, or any rules and regulations.)

F. Withdrawing from people and society

(NOTE: Shyness is a nice term for inferiority complex. It does, of course, occur in different degrees.)

VI. Aids in improving self-respect/self-esteem

A. Understand yourself

(NOTE: Accept yourself and others as you and they are.)

B. Expect to succeed

(NOTE: Set high personal goals for honesty and fairness.)

C. Trust yourself

(NOTE: Be willing to take chances and take responsibility for your own actions.)

D. Enjoy life

E. Be cheerful and demonstrate a positive attitude

F. Be dependable

(NOTE: Set goals and make every effort to meet those goals.)

VII. Ways of showing respect for others

A. Learn to cooperate

(NOTE: This means you adjust your own immediate pleasure to the best interests of the group.)

B. Don't take advantage of co-workers

(NOTE: When you have asked for help, and received it, speak well of the person who helped you.)

C. Know how and when to speak up

Example: A beginning worker should be low in making suggestions for changes in procedures or office routine.

D. Think before you speak up

E. Be sensitive to the needs and feelings of others

VIII. Ways to identify personal characteristics

A. Know how you like to spend your time

B. Complete sentences about your likes and dislikes

C. Complete sentences about your activities

D. Complete sentences about your goals

E. Choose adjectives that you feel best describe you

Example: creative, lazy, hard-working

F. Choose sentences that you feel best describe you

Example: I like to express my ideas in writing.

IX. Types of personal goals

A. Short-term goals

Example: I would like to finish this report today.

B. Medium-term goals

Example: I would like to get a college degree.

C. Long-term goals

Example: I would like to be a carpenter.

X. Aids in setting and meeting personal goals

A. Be practical

Example: Impractical: I will purchase the most expensive personal computer available.
Practical: I will purchase the less expensive computer because it meets my needs.

B. Set realistic time limits

Example: Unrealistic: I must purchase my computer today. Realistic: I will shop until I find the computer I need and want.

C. Plan the steps necessary

D. Be patient

E. Achieve one step at a time

XI. Self-analysis

A. Being with careful thought

B. Examine your own self-esteem--how you think and feel about yourself

C. Realize that self-esteem affects all of your choices in life

D. Learn about yourself

1. Identify your special abilities

2. Identify your needs

3. Identify your wants

4. Identify your values--those things that are important to you

XII. Self-improvement plan

A. Set reasonable goals for yourself

(NOTE: Always have a goal toward which you are working. When you accomplish one goal, set another.)

B. Observe your own progress

(NOTE: Self-observation is vital if you are to implement a plan for self-improvement.)

THE CURIOUS PARADOX IS THAT

WHEN I ACCEPT MYSELF

JUST AS I AM,

THEN I CAN CHANGE.

-----CARL ROGERS

SELF-IMPROVEMENT
UNIT II

ASSIGNMENT SHEET #1--COMPLETE A PERSONAL RATING SHEET

The world of work is very competitive. How will you compare with other applicants?

Directions: Rate yourself (be honest and objective) on the following qualities using these numbers

3--very good 2--average 1--poor

___ a. reliability ___ b. good nature

___ c. honesty ___ d manners

___ e. poise ___ f. concentration

___ g. leadership ___ h. intelligence

___ i. accuracy

Now rate three friends or classmates. Be honest and objective. Then compare yourself with your friends. If you score higher, you are probably ready for employment. If you score lower, you probably have more work to do.

SELF-IMPROVEMENT
UNIT II

ASSIGNMENT SHEET #2--DESCRIBE THE PERSON I REALLY AM

Directions: Provide the information requested in each of the following items. Give thought to your answers.

a. Write your name or the nickname you like to be called.

b. Write at least five words that describe you.

c. List something that you want to accomplish this week, this month, this year, in ten years, and by age 65.

d. Write a motto, a saying, or a quotation that you try to live by. Explain why you use it as a guide.

e. Describe what you would do if you only had one year to live.

f. Describe what you would do if you only had one day to live.

g. List two things you want people to say about you after you die.

h. List some of the things you've learned about yourself from this activity.

SELF-IMPROVEMENT
UNIT III

ASSIGNMENT SHEET #3--COMPLETE A
SELF-AWARENESS CHECKLIST

Directions: Write an "x" beside each word that best describes you. Be objective in your evaluation.

___ a. moody
___ b. sad
___ c. poised
___ d. dependable
___ e. friendly
___ f. domineering
___ g. popular
___ h. fun-loving
___ i. angry
___ j. shy
___ k. kind
___ l. cooperative
___ m. happy
___ n. creative
___ o. jealous
___ p. proud
___ q. neat
___ r. honest
___ s. afraid
___ t. clumsy
___ u. arrogant
___ v. lazy
___ w. modest
___ x. serious
___ y. show-off
___ z. even-tempered

SELF-IMPROVEMENT
UNIT II

ASSIGNMENT SHEET #4--CHARACTERIZE YOURSELF WITH WORDS

Directions: Use each letter of your given name to write a word which describes you.

Example:

C - calm

A - active

R - reliable

O - obnoxious

L - loving

Y - youthful

N - nervous

SELF-IMPROVEMENT
UNIT II

ASSIGNMENT SHEET #5--SELECT SENTENCES
WHICH DESCRIBE YOU

Directions: The following statements represent values which people consider to be important in their work or leisure activies. Decide which of the statements in each pair best describes your values. Place an "x" by your choice. When answering the questions, you should choose the statement that best answers the sentence, "I value activities or jobs in which I . . . "

a. ___ work with ideas
___ work with my hands

b. ___ work on my own
___ work under close supervision

c. ___ see my name in print
___ keep my activities private

d. ___ let others act as speaker for the group
___ act as the speaker

e. ___ can be carefree
___ must be practical

f. ___ don't have to make final decisions
___ make firm decisions

g. ___ am not always required to think about my assignment
___ am challenged by my job or assignment

h. ___ travel to new places
___ stay in same location

i. ___ always keep things in order
___ do not have to have things in a specified order

j. ___ do work that profits me financially
___ do work that keeps me happy even if it is not highly profitable financially

SELF-IMPROVEMENT
UNIT II

ASSIGNMENT SHEET #6--COMPLETE SENTENCES ABOUT YOURSELF

Directions: Complete the following sentences about yourself. (This can be done individually or as a group.)

a. I worry most when

b. I generally become quiet and withdrawn when

c. When I'm a middle-aged person, I hope to

d. I really enjoy

e. When people get into drugs they

f. When I think about the future I

g. I really get angry when

h. After school is over, I

i. The best part of school is

j. My hobbies are

k. My greatest strength is

l. I don't like people who

m. My secret ambition is

n. I'm good at

SELF-IMPROVEMENT
UNIT II

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h. After school is over, I

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j. My hobbies are

k. My greatest strength is

l. I don't like people who

m. My secret ambition is

n. I'm good at

SELF-IMPROVEMENT
UNIT II

ASSIGNMENT SHEET #7--COMPLETE A CHART
FOR GOAL SETTING

Directions:

Step 1: In the chart below, state a short-term goal you would like to reach within a month.

Step 2: Think of ways of achieving your goal--these are strategies.

Step 3: Think of three actions you can take to achieve your goal.

Step 4: Self-evaluation of progress--Keep a written record of your actions for reaching you goal for one week. Did you meet the objectives you set for yourself?

Specific Goal	Strategies	Specific actions I must take

Self Progress notes:

SELF-IMPROVEMENT
UNIT II

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Specific Goal	Strategies	Specific actions I must take

Self Progress notes:

SELF-IMPROVEMENT
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET #1

Evaluate to the satisfaction of the instructor.

ASSIGNMENT SHEET #2

Evaluate to the satisfaction of the instructor.

ASSIGNMENT SHEET #3

Evaluate to the satisfaction of the instructor.

ASSIGNMENT SHEET #4

Evaluate to the satisfaction of the instructor.

ASSIGNMENT SHEET #5

Evaluate to the satisfaction of the instructor.

ASSIGNMENT SHEET #6

Evaluate to the satisfaction of the instructor.

ASSIGNMENT SHEET #7

Evaluate to the satisfaction of the instructor.

SELF-IMPROVEMENT
UNIT II

TEST

1. List the three sides of self.

   1.

   2.

   3.

2. List six characteristics of people who have little self-respect.

   a.

   b.

   c.

   d.

   e.

   f.

3. List six ways to improve self-respect.

   a.

   b.

   c.

   d.

   e.

   f.

4. Discuss ways to show respect for others.

5. Complete a self-analysis of human relations skills. On the following sheet list in the appropriate sections the following information about yourself.

   A. Strengths

   B. Weaknesses

   C. Problems encountered because of your weaknesses

6. Develop a plan for self-improvement of human relations skills. On the sheet completed for question 5, list in the appropriate sections the following information for plans for improving your weaknesses.

   A. Goals to improve your weaknesses

   B. Plans for improving your weaknesses

      1. Specific necessary steps

      2. Time factors, and/or other restrictions or limitations involved

5. SELF-ANALYSIS

A. Strengths

B. Weaknesses

C. Problems encountered because of weaknesses

6. SELF-IMPROVEMENT PLAN

A. Goals to improve weaknesses:

. Plans for improving weaknesses:

1. Specific necessary steps:

2. Time factors and/or other restrictions or limitations involved:

SELF-IMPROVEMENT
UNIT II

ANSWERS TO TEST

1. a. The way you see yourself
   b. The way other people see you
   c. The person you really are
2. Answers may vary
   a. Being critical of self
   b. Pretending to be something the person is not
   c. Being depressed
   d. Doing things to gain attention
   e. Rebelling against authority
   f. Withdrawing from people and society
3. Answers may vary
   a. Understand yourself
   b. Expect to succeed
   c. Trust yourself
   d. Enjoy life
   e. Be cheerful and have a good attitude
   f. Be dependable
4. Answers will vary, however, these points sould be included:
   a. learn to cooperate
   b. don't take advantage of co-workers
   c. know how and when to speak up
   d. think before speaking
   e. be sensitive to the needs and feelings of others

5,6. Evaluate to the satisfaction of the instructor.

NONVERBAL COMMUNICATION
UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to identify and explain nonverbal cues in communication. The student should be able to discuss the importance of nonverbal cues and to identify positive and negative cues which affect daily communication. This knowledge will be evidenced by correctly performing the procedures outlined in the assignment sheets and by scoring 85 percent on the test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define nonverbal communication.
2. Describe the role of nonverbal communication.
3. Name and describe the elements of nonverbal communication.
4. Distinguish between positive and negative nonverbal communication cues.
5. Analyze his/her nonverbal communication cues.

NONVERBAL COMMUNICATION
UNIT III

SUGGESTED ACTIVITIES

I. Provide students with objective sheets.

II. Provide students with information and assignment sheets.

III. Discuss unit and specific objectives.

IV. Discuss information and assignment sheets.

V. Demonstrate the different nonverbal cues while discussing the information sheets.

VI. Call to students' attention behaviors in class which are open to different interpretations.

VII. Have students discuss experiences they have had which had a negative effect on their opinions or attitudes about the situation.

VIII. Give test.

IX. Reteach if necessary.

INSTRUCTIONAL MATERIALS

I. Included in this unit:

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Assignment sheets

1. Assignment Sheet #1--List Annoying Behaviros

2. Assignment Sheet #2--Identify Attitudes Conveyed by Nonverbal Communication Cues

3. Assignment Sheet #3--Analyze Personal Nonverbal Cues

E. Answers to assignment sheets

F. Test

G. Answers to test

II. References

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NONVERBAL COMMUNICATION
UNIT III

INFORMATION SHEET

(NOTE: Nonverbal communication is an aspect of communication which should be studied for two reasons: 1. You should know what the other person is "saying" to you by his/her actions; and equally important, 2. You should know what your actions are "saying" to the other person.)

I. Nonverbal communication--The aspects of communication other than the speaking and writing ones; reveals the emotional side of the message

II. Levels of communication

- A. Content--The words one transmits to another person either by speaking or writing
- B. Relationship--The nonverbal cues which accompany the words

III. Other terms for nonverbal communication

- A. Body Language
- B. Silent Messages
- C. Unstated Language

IV. Important role of nonverbal communication

- A. The key to understanding the meaning of the verbal communication
- B. Often can be equal to or greater than that of the actual words communicated
- C. Represented by an equation:

  (NOTE: This equation was developed by Mehrabian in what is now a classic study.)

  Total impact = 7% verbal + 38% vocal + 55% facial (of message)

  (NOTE: This formula applies in face-to-face situations. When communicating by telephone, the 55% for facial is redistributed to verbal and vocal. When communicating by letter, the total impact is distributed between the verbal message the tone created by the writer.)

D. Allows immediate clarification of the message if it is not understood.

(NOTE: This is possible because all nonverbal communication in a face-to-face situation is feedback which lets the speaker determine if he/she has communicated effectively.)

E. Used to reflect a sender's feeling, likes and preferences

F. Reinforces or contradicts the attitudes that are communicated verbally

(NOTE: If the nonverbal cues are compatible (in agreement) with the verbal message, then people take the message as honest, straighforward, and sincere. If they contradict what is said, then the people do not know what to believe and will usually believe the nonverbal message over the verbal one.)

Example: "Yes, I'm listening to you," when accompanied by a yawn, a monotone voice, or lack of eye contact, will usually make the other person doubt that you are really listening.

V. Classes of nonverbal communication

(NOTE: Nearly every actions a person makes, whether intentional or not, conveys a message to the receiver.)

A. Body language (kinesics)

B. Vocal qualities (paralanguage)

C. Use of time (chronemics)

D. Use of space (proxemics)

E. Touching behavior (heptics)

F. Physical characteristics

G. Dress/clothing

H. Eye movement (oculesics)

I. Environmental factors

J. Colors

K. Posture

VI. Body Language

A. Positive gestures, expressions, and stances

1. Arm around another person's chair--Intimacy, closeness
2. Arms crossed loosely at lower part of chest--Relaxed
3. Arms hanging loosely, straight at sides--Collected, poised
4. Arms swinging freely when walking--Cheerful
5. Coat unbuttoned--Open, friendly
6. Eye contact--Attentive, listening
7. Fingers tucked under belt--Confident, cool
8. Hand in one pocket--Calm
9. Hand on cheek--Thinking, interested, attentive
10. Hand stroking chin--Thoughtful consideration
11. Hands clasped behind back--Thinking, listening, contemplating, concentrating, meditating
12. Hands laying quietly on thights or arms of chair--at ease
13. Hands on hips--Aggressive
14. Head held high--Complete control
15. Knees together (women)--Modest
16. Legs back under the chair (women)--Poised, graceful
17. Legs crossed at the ankles with hands in middle of lap or to the opposite side from the legs (women) --Graceful
18. Open palms--Open, friendly
19. Shoulders upright--Energetic; determined
20. Sitting with feet flat on the floor--Poised
21. Sitting with leg crossed at the ankle (men)--Competetive
22. Sitting slightly forward in chair--Attentive

23. Smiling--Pleasant

(NOTE: Smiling is one of the most effective means of improving communication. A smile can make or break the effectiveness of the communication.)

B. Negative gestures, expressions, and stances

1. Arms folded tightly high on chest--Closed, defensive, disagreement, discomfort

2. Closed fist--Hostility, lack of acceptance

3. Feet up on furniture--Ownership, possessiveness, unconcern or hostility to another person

4. Gestures with glasses taken off--Wants time to think, needs more information

5. Hand over eyes--Deep thought or concern

6. Hands clasped behind head while sitting--Authority, but maybe a little insecure

7. Hands on sides of waist--Anger, disgust

8. Hung head--Lack of organization

9. Lips pressed tightly--Anger, determination

10. Lower lip protruding--Pouting, sulking

11. Looking over top of glasses--Makes the other person feel he/she is being stared at

12. Moving around in chair--Restlessness

13. Moving foot in small circle or swinging crossed leg--Bored

14. Nervous gestures--Lack of confidence, uneasiness, bored

Examples: biting lip, clearing throat, cracking knuckles, licking lips, puckering lips, rapid blinking of eyelids, scratching, smacking lips, swaying, tapping, tugging at collar or tie, tugging at hair, twisting mouth, wringing hands

15. Raised eyebrows--Surprise, doubt, indifference

16. Raising shoulders--Indifference

17. Scowl--Disapproval

A. Three types

1. Fixed-feature space--immovable walls or petitions and objects

   Example: A supervisor's office separated from the rest of the work area implies a lack of openness or willingness to talk on the supervisor's part.

2. Semi-fixed-feature space--big objects, such as chairs and tables

   Example: An office of this type creates a more open and receptive atmosphere.

3. Informal space--personal space around an individual

B. Four categories of informal space

1. Intimate--up to 18 inches; reserved for family and good friends

2. Personal--18 inches to 4 feet; informal conversations between friends

3. Social--4 to 12 feet; interaction between strangers, business acquaintances, and teachers and students

4. Public--12 to 25 feet; used for one-way communication as in a lecture

C. Cultural differences

(NOTE: This must always be kept in mind.)

Example: A French male is likely to stand closer to you than an English male even if they have equally positive attitude toward you.

X. Touching behavior (heptics)

(NOTE: Again cultural differences dictate different behaviors. Touching is an important aspect of our culture. It tells us much about another person's character.)

Examples: Handshake, holding, hugging, stroking, bitting, patting on the back

(NOTE: Some people strongly resent the "touching" aspect of communication. Therefore, care should be taken in the

18. Separation by a desk, sitting at the head of a table, standing on a platform--Superiority

19. Shrugged shoulders--Lack of ambition

20. Shuffling feet--Lack of energy and ambition

21. Shuffling papers--Anxious

22. Side of head leaning on hand--Bored

23. Sitting in chair backwards--Dominance, aggression

24. Slight tilt of head to one side--Doubt

25. Steepling under chin--Critical evaluation, seeking advice in some way percieved as negative toward person attempting to persuade

26. Steepling with hands--Taking a firm position

VII. Vocal qualities (paralanguage)

A. Vocal quality--rhythm, pitch, tempo, resonance, volume

B. Vocalizations

Examples: Sighing, yawning, inhaling/exhaling, coughing, moaning, groaning, stretching, "um", "uh", "ah"

C. Silence

D. Pauses--length and timing

VIII. Use of time(chronemics)--associated with all phases of communication

(NOTE: Silence and pauses certainly convey a message to the receiver.)

Example: Length and timeing of pauses; timing of entry into a room.

IX. Use of space (proximics)--deals with the placement of oneself relative to someone else

(NOTE: People located in close proximity are seen as warmer, friendlier, and more understanding than people located farther away. Therefore, if you want to convey positive attitudes to another person, get closer to him/her.

use of touch.)

XI. Physical characteristics

A. Physiques and body shape

B. Attractiveness

Examples: Appearance, height, weight, hair, clothes, odor

C. Skin color

D. Handicaps

XII. Dress/clothing and artifacts

(NOTE: The clothing or manner of dress indicates a great amount of information. It identifies sex, age, socioeconomic class, status, role, group membership, personality or mood, physical climate time in history. Colors and fabrics are coordinated to send messages. Dress can either alienate or persuade. Appropriate dress is a method of expressing respect for both the particular situation and the people in it.)

Example: Sunday clothes; work clothes

A. Reflects personality, attitudes,and values of the person

B. Uses

1. For decoration and self-expression

2. For economy and comfort

C. Choice of colors

Example: Dark colors tend to make a person appear more conservative, more authoritative, and more confident. Bright colors tend to make a person appear more fun-loving, outgoing, sociable.

D. Choice of patterns in fabric

Examples: Small patterned fabrics, such as in shirts or blouses, characterize a person as wanting to make a good impression. Large patterned fabrics characterize a person as being more relaxed, and less concerned with the impression made.

E. Makeup, jewelry, glasses

Examples: Heavy make-up detracts from a person's credibility. Glasses stereotype people as intelligent, honest, and industriuous.

(NOTE: Obviously, makeup and clothing should be coordinated with the person's individual body shape, personality, etc. For example, an overweight person would want to avoid patterned fabrics as much as possible.)

F. Eye contact and movement

(NOTE: Eye contact with another person improves communication with that person.)

1. Eye contact

   a. Increases credibility and honesty levels

   b. Expresses support, disapproval, or neutrality

   c. Indicates interest in situation

   (NOTE: The lack of eye contact indicates a strong disinterest in what is being said by another person or indicates a lack of confidence or shyness on the part of a speaker.)

2. Movements which accompamy actual eye contact

   a. Raised eyebrows

   b. Eyeglasses--take off, put on, chew on earpiece, prop up on table, put on top of head, pull down on nose, bend head and peer over glasses

   c. Direction of looks

      (1) Right "lookers"--tense, shy, conservative, restrained, practical

      (2) Left "lookers"--relaxed, sociable, imaginative, fluent, artistic

G. Environmental factors

1. Room color

2. Room temperature

3. Lighting

4. Furniture arrangement

5. Noise (music)

6. Organization of work area

Example: A person who sits behind an uncluttered large desk appears more powerful than a person who sits behind a small, cluttered one.

H. Colors

(NOTE: Colors must be considered along with many aspects of nonverbal communication. For example a person must consider color along with his/her physical characteristics, dress/clothing, and environment.)

I. Posture

(NOTE:Posture refers to more than simply one's position when standing or walking. It involves the position taken in relation to the other person.)

1. Shoulders

Examples: Erect shoulders indicate confidence, authority, control, or energy. Slumped shoulders indicate lack of confidence and/or fatigue.

2. Stance

Examples: Leaning toward the individual suggests interest or approval of what he/she is saying. Leaning backwards suggests disinterest, disapproval, or doubt.

a. Open stance (open arms and feet position)-- indicates liking or caring

b. Closed stance (folded arms and crossed legs)-- indicates dislike or disinterest

c. Hands

Example: Upturned palms suggest "What do you think?" or "I'm receptive to what you are saying." Downturned palms suggest "I'm not interested in what you think. This is the way it is."

NONVERBAL COMMUNICATION
UNIT III

ASSIGNMENT SHEET #1--LIST ANNOYING BEHAVIORS

Directions: List in the space below at least ten behaviors (habits, gestures, mannerisms) of other people which annoy you.

A.

B.

C.

D.

E.

F.

G.

H.

I.

J.

NONVERBAL COMMUNICATION
UNIT III

ASSIGNMENT SHEET #1--LIST ANNOYING BEHAVIORS

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A.

B.

C.

D.

E.

F.

G.

H.

I.

J.

NONVERBAL COMMUNICATION
UNIT III

ASSIGNMENT SHEET #2--IDENTIFY ATTITUDES CONVEYED BY NONVERBAL COMMUNICATION CUES

Directions: Collect ten pictures from newspapers, magazines, advertisements, or your own personal collection of photographs. Describe the feelings, attitudes, likes, dislikes, etc. of the person(s) in the picture by evaluating the various aspects of nonverbal communication. Tape the picture to a plain sheet of paper and write your analysis of the picture beside or below it.

NONVERBAL COMMUNICATION
UNIT III

ASSIGNMENT SHEET #3--ANALYZE PERSONAL NONVERBAL CUES

Directions: Study your own behaviors in communicating with others. Talk with others about your habits if necessary. Use the eleven aspects of nonverbal comminication provided in the information sheet to analyze your habits. For each aspect, list your strengths and weaknesses. Write your responses on plain paper. Use this process to improve your communication skills.

Example:

Body language

Strengths:

Weaknesses:

NONVERBAL COMMUNICATION
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheets #1, #2, #3

Evaluated to the satisfaction of the instructor

NONVERBAL COMMUNICATION
UNIT III

TEST

1. Define nonverbal communication.

2. Describe the role of nonverbal communication.

3. Name and describe 11 elements of nonverbal communication.

   a.

   b.

   c.

   d.

   e.

   f.

   g.

   h.

   i.

   j.

4. Distinguish between negative and positive nonverbal cues. Label each description as "positive" or "negative" behaviors. Write a P in the blank if the description is positive and an N if it is negative.

___ a. Arms swinging freely when walking

___ b. Raised eyebrows

___ c. Hands over eyes

___ d. Open palms

___ e. Head held high

___ f. Hand stroking chin

___ g. Moving around in chair

___ h. Lips pressed tightly

___ i. Smiling

___ j. Arms folded tightly high on chest

___ k. Sitting slightly forward in chair

___ l. Hand in one pocket

___ m. Buttoned coat

___ n. Arm around another person's chair

___ o. Sitting in chair backwards

___ p. Hands on sides of waist

___ q. Eye contact

___ r. Hands clasped behind back

___ s. Gestures with glasses taken off

___ t. Shoulders slumped

___ u. Sitting with feet flat on floor

___ v. Closed fist

___ w. Shuffling papers

___ x. Swinging crossed leg

___ y. Sitting behind a desk

___ z. Arms hanging loosely at sides

5. Analyze his/her nonverbal communication cues.

(NOTE: Test question #5 is Assignment Sheet #3. It is an important part of this test. If it has not been completed, check with your instructor.)

NONVERBAL COMMUNICATION
UNIT III

ANSWERS TO TEST

1. Answers may vary in wording.

   Nonverbal communication--the aspects of communication other than the speaking and writing ones; reveals the emotional side of a message.

2. Answers may vary in wording but should include the following ideas.

   a. Key to understanding the meaning of the verbal communication

   b. Equal to or greater than that of the actual words communicated

   c. Equation:

      Total impact = 7% verbal + 38% vocal + 55% facial

   d. Allows immediate feedback

   e. Reflects a sender's feelings, likes, and preferences

   f. Reinforces or contradicts the attitudes that are communicated verbally

3. Order and wording of answers may vary.

   a. Body language--(kinesics)the gestures, facial expressions, mannerisms

   b. Vocal qualities--(paralanguage)rhythm, pitch, tempo, resonance, volume; vocalizations such as sighing, yawning, inhaling/exhaling, coughing, moaning, groaning, "uh", "um", "ah"

   c. Time--(chronemics)silence; pauses; length and timing of pauses; entry into a room; punctuality

   d. Space--(proxemics)the placement of oneself in relation to the position of another person or of several people; close proximity conveys a positive attitude; distant proximity conveys a less receptive attitude

e. Touching behavior--(heptics)handshakes, holding, hugging, stroking, hitting, patting on the back

f. Physical characteristics--physique or body shape; attractiveness(appearance, height, weight, hair, clothes, odor) skin color, handicaps

g. Dress/clothing--identifies several characteristics about a person; sex, age socioeconomic class, status, role, group membership, personality or mood, physical climate, period in history; colors and fabrics convey messages; also includes accessories of makeup, jewelry, and glasses

h. Eye contact and movment--looking a person in the eye suggests interest in what is said; shifting eye movement implies boredom, anxiety, impatience, disinterest

i. Environment factors--room color, temperature, lighting, furniture arrangement, noise, organization of work area.

j. Colors--related to several elements: Physical characteristics, dress, environment

k. Posture--position taken in relation to another person; suggests receptive, open attitude or a closed attitude; includes shoulder position, arm position, leg position and hand position

4. a. P
b. N
c. N
d. P
e. P
f. P
g. N
h. N
i. P
j. N
k. P
n. P
o. N
p. N
q. P
r. P
s. N
t. N
u. P
v. N
w. N
x. N

l. P

m. N

y. N

z. P

5. See Assignment Sheet #3--Evaluate to the satisfaction of the instructor.